DOCUMENT RESUME

ED 104 731 SO 008 015

AUTHOR	Hawke, Sharryl; And Others
TITLE	State Accountability Activities and the Social Studies: A Nationwide Survey, A Proposed General Accountability Model, and Some Guidelines. SSEC Publication No. 175.
INSTITUTION	ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
REPORT NO	SSEC-Pub-175
PUB DATE	75
NOTE	125p.
AVAILABLE FROM	Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (SSEC No. 175, $4.00)
EDRS PRICE	MF-$0.76 HC-$5.70 PLUS POSTAGE
DESCRIPTORS	*Accountability; Annotated Bibliographies; Bibliographies; Comparative Analysis; *Educational Accountability; Educational Assessment; Elementary Secondary Education; Guidelines; Higher Education; Models; *National Surveys; Objectives; *Social Studies; State Departments of Education; *State Programs; Surveys; Teacher Education
IDENTIFIERS	State Accountability

ABSTRACT

The survey reported in this document was undertaken by ERIC/ChESS in the fall of 1973 to see how social studies fits into state accountability activities. The information obtained from the nationwide survey of state departments of education revealed social studies activity in accountability to be quite limited; therefore, general accountability activities are also discussed in the document. The basic data gathered in the survey are briefly condensed in a summary preceding the report. The report begins with a general introduction to the accountability movement, followed by an accountability model which the authors suggest as a framework for analyzing state activities. The model for a general educational accountability can be applied to social studies by incorporating social studies goals and objectives. The purposes and methodology of the study are described in section three of the document. Section four presents the study results in detail. Charts and tables illustrate the findings throughout the document. Four appendices conclude the report: (1) a list of individuals who supplied information as well as the survey questionnaire forms; (2) two background papers on accountability; (3) the basic data, in tabular form by states; and (4) an annotated bibliography of documents related to accountability, published by 37 states. (Author/JR)

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A Joint Publication

SOCIAL SCIENCE EDUCATION CONSORTIUM, INC.

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STATE ACCOUNTABILITY ACTIVITIES AND THE SOCIAL STUDIES: A NATIONWIDE SURVEY, A PROPOSED GENERAL ACCOUNTABILITY MODEL, AND SOME GUIDELINES

by

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and Irving Morrissett

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SSEC Publication No. 175

Published jointly by:

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colorado, and

Social Science Education Consortium, Inc., Boulder, Colorado

1975

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the National Council for the Social Studies for critical review and determination of professional competence. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the National Council for the Social Studies or the National Institute of Education.

ORDERING INFORMATION

This publication is available from:

Social Science Education Consortium, Inc.
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It is also listed in *Resources in Education* and can be obtained in microfiche and hard copy from the ERIC Document Reproduction Service, identified as SO 008 015. See *Resources in Education* for ordering information and ED number.

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PREFACE

The survey reported here was undertaken by the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) in the fall of 1973 to get a picture of how social studies is being treated within the broad context of activities loosely labelled "accountability." While the study was originally designed to focus on the status of social studies in the accountability movement, the information obtained from our nationwide survey of state departments of education revealed social studies activity in accountability to be quite limited. Therefore, in this report we discuss the social studies accountability activities that were disclosed by our survey, but we also include findings on general accountability systems and, in fact, these findings comprise a substantial portion of the data analysis.

Organization and Content of the Report

The basic data gathered in the survey are briefly condensed in a summary preceding the report. The report itself begins with a general introduction to the accountability movement (Section 1.0), followed by an accountability model which the authors suggest as a framework for analyzing state activities (Section 2.0). The model is a general educational accountability model, but it can be applied to social studies by incorporating social studies goals and objectives into the model. The purposes and methodology of the study are described in Section 3.0; and Section 4.0 presents the study results in detail.

Appendix A lists the individuals in the state agencies who supplied information for the study and those persons who participated in a small conference in Boulder to check out preliminary results. It also presents the survey questionnaires and the charts which were used to verify the original interview data.

Appendix B reproduces two very thoughtful background papers on accountability, written for this study by Robert Trezise, social studies specialist for Michigan, and Michael Hartoonian, social studies specialist for Wisconsin.

Appendix C provides in tabular form, by states, much of the basic data on which this report is based--and more.

Appendix D presents a selective annotated bibliography of documents related to accountability published by 37 states.

Some Practical Guidelines for State Department of Education Personnel Engaged in Accountability Activities

Since, in our view, the point of all educational research is ultimately to improve practice, we think it appropriate here to make some practical suggestions based on our findings in regard to accountability. This study shows that a wide variety of terminology, activities, and viewpoints exists among the states in the realm which we have designated "accountability" or "accountability-related" activities. Is it possible to draw from the survey data any words of wisdom that might aid persons in state departments of education, particularly those concerned with social studies, to plan and conduct their accountability activities efficiently and effectively? The authors, though fully aware of the controversies and disparate viewpoints about accountability and of the inadequacy of their survey data, suggest the following guidelines as a beginning.

1. Plan ahead (to quote a well-known slogan). Accountability activities are often undertaken on an *ad hoc* basis, in response to immediate pressures or opportunities. As with any important activity, good planning by a group that is representative of the most important interests, but still not too large in number, is essential.

2. An image of what the essential parts of an accountability program are and how they are related to each other should be sketched out as early as possible, subject to later revision. This is what we have called a "model" in this report; but the image need not be put into a diagram nor need it be called a model, if this approach is not compatible with the planners.

3. Other states have had a great variety of experiences with accountability; use it. This report describes much of the experience of other states. Details of the survey beyond those contained in the Summary and the body of the report are given in Appendix C. Other information can be obtained from the state publications, many of which are listed and described briefly in Appendix D. Two narrative reports of accountability viewpoints and activities are given in Appendix B.

4. Pose as many questions as possible about the proposed or current accountability program; then proceed to answer as many as possible. Return to the questions periodically to see if the answers need to be revised and if new directions or emphases are suggested by the questions. Some of the questions that might be posed follow:

a) Who are all the groups or individuals who have an interest in the program?

b) What are the appropriate roles of the various interested parties? Which persons are specifically responsible for which tasks?

c) Referring to the adopted model or image of accountability, what parts should get the most emphasis? What order of priorities and procedures should be established? What parts should get little attention or be eliminated from further consideration?

d) Is it desirable to have legislation to guide or impel the program? If so, what kind of legislation? (Use the experience of other states.)

e) Should budgeting and funding be related to accountability results? If so, how? How can persons responsible for budgeting activities and for programming activities be brought together in a cooperative relationship?

Contributors to the Study

Among the many persons who contributed to this report we are particularly grateful to the 97 persons in 48 state departments of education who supplied data by telephone interviews and by mail. We regret that Illinois and Tennessee did not find it possible to participate in the survey. We also wish to thank those who participated in the check-out conference in Boulder, giving some important mid-course corrections to the study.

Several former ERIC/ChESS staff members made important contributions in the planning, data-gathering, and early drafting stages of the study. They include Karen Friedman, Thomas Ward, and Joanne Binkley, as well as Robert Fox, who was the director of ERIC/ChESS from 1972 until his death in March 1974.

Credit for meticulous typing and retyping of manuscript and tables goes to Nancy Dille and Judy Gamble.

Sharryl Hawke
Christine Ahrens
Irving Morrissett

Boulder, Colorado
January 1975

SUMMARY

The results of this study are summarized briefly in the following statements. There are numerous qualifications to these results, which will be found in the report. The data given are as of the date of the survey--the fall of 1973.

1. State activities or programs that might come under the broad definition of accountability used in this report have a variety of names. The most common names are "needs assessment" and "educational assessment." (Section 4.1 and Table 1)

2. Half a dozen or so agencies within the states are responsible for originating accountability activities. The most common of these is the state department of education. (Section 4.2 and Table 2)

3. Seventeen states have legislation dealing with accountability and two more have legislation pending. (Section 4.3 and Table 3)

4. Accountability activities are funded by a variety of federal, state, and local sources. The most common source is federal funds, particularly ESEA Title III funds. (Section 4.4 and Tables 4 and 5)

5. The roles played by state departments of education in accountability activities are determined by a wide variety of agents, no one of which dominates. (Section 4.5 and Tables 6 and 7) The roles played by state departments in accountability activities also vary widely. (Table 8)

6. Out of the many steps that might be taken in an accountability program (Section 2.0, Figure 1), most states have taken only one or a few. The most common activities undertaken have been conducting needs assessments and determining desired outcomes or goals. Testing of students is the most common form of needs assessment. (Section 4.6 and Tables 9, 10 and 11)

7. At least 37 states have published documents related to their accountability activities. These documents, along with our survey data, indicate that 12 states have developed some kind of accountability model and nine others have some kind of long-range plans for their accountability programs. (Section 4.7 and Appendix D)

8. Forty-one states currently have some kind of student testing

program. The most common programs are for reading (40 states) and mathematics (33 states). Altogether, 13 subject areas are being tested, with most states testing fewer than five subjects. (Section 4.8 and Tables 12 and 13)

9. Eighteen states have some type of activity in social science or social studies, mainly in needs assessment testing. (Section 4.9 and Tables 14 and 15)

10. The reasons social studies has received relatively little attention in accountability programs, according to state social studies specialists, are that social studies is not a priority area (26 responses) and that social studies is too difficult to measure (7 responses). (Section 4.9 and Table 16)

11. While only 18 states currently have accountability-related activities in social studies, a total of 38 states have plans either to continue social studies work and/or to institute new activities. The planned activities include conducting student testing, specifying objectives, and developing curriculum plans. (Section 4.9 and Tables 17 and 18)

12. Many but not all state departments feel pressure from a number of sources to conduct accountability programs. About one-third of the states feel pressure from the legislature, about one-third feel pressure from a variety of other sources, while almost one-third feel no pressures at all. (Section 10 and Table 19) The feeling of pressure from the legislature has little or no correlation with whether accountability legislation has been passed. (Table 20)

13. So far, the outcomes of accountability programs have had little effect on the allocation of funds within states. Some states use assessment results to allocate funds for compensatory education programs and others use these results to help secure and appropriate federal funds. Eleven states are considering plans to relate funds allocation to accountability outcomes. (Section 4.11 and Table 21)

14. Future responsibilities for accountability activities are seen by state department personnel as being about equally distributed between state and local educational personnel. (Section 4.12 and Table 22)

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1.0 An Introduction to Accountability

One key to the current educational scene consists of the "3 Es"--efficiency, economy, and effectiveness. (Porter 1972) Consequently, the drive for accountability, which embraces these concepts, is strong. Such strength, however, does not represent consensual thinking; confusion and controversy surround the movement.

Accountability is defined here as a process which:

1) publicly specifies the goals and the objectives of an educational program;
2) encourages efficient use of resources in achieving the specified goals;
3) measures progress toward those goals and objectives;
4) shares the results of these measurements with those affected by or interested in the program; and
5) uses the results to make improvements in the educational program.

(Glass 1972; Wilsey and Schroeder 1974, p. 1.) According to many theorists and practitioners, education will be improved by developing such carefully organized, output-oriented reporting systems.

1.1 The Pros and the Cons

Those who support the accountability movement like the changes it is producing. Theoreticians feel that the movement is causing people to question actively the goals and accomplishments of education. Administrators feel that accountability is causing a rethinking of the entire education process and is therefore leading to productive innovation and change that promise revitalization. Citizens think that the current movement is filling the long-existent gap in the public's right to know how money is spent and the outcomes of the expenditures. Teachers say that accountability provides the opportunity for wide-range participation in formulating the goals and directions of the educational process; numerous individuals are, therefore, forced to assume responsibility for educational outcomes. State department personnel are challenged by the opportunity to offer new kinds of educational leadership. Legislators think that accountability is properly shifting the focus of education from input to output.

On the other hand, the accountability movement has also generated dissatisfaction. Theoreticians note that the statistical basis of many accountability programs causes planners and educators to underemphasize the affective and humanistic aspects of the educational process. Administrators claim that accountability forces them into the role of scapegoat. Citizens, in expressing their confusion about who is doing what to whom and why, complain that their views and wishes have not been taken into account. Teachers feel that the new drive infringes on their professional role. State department personnel say that the current bureaucratic structure and staff size prevent them from efficiently responding to new responsibilities. Legislators express discontent about decision making that is based on limited knowledge and dubious statistics.

1.2 Accountability in the '70s

Despite the presence of conflicting views, accountability strongly influences today's educational activities. A recent (1973) National Education Association document, "Survey of State Laws/Decrees/Requirements/ Activities Relating to Specific Areas Included in the Concept of Educational Accountability," confirms that much work is being done in the following accountability-related areas: teacher evaluation, tenure/ continuing contract, performance-based certification, performance criteria, teacher needs assessment, student needs assessment, standardized testing, school program evaluation, goals/objectives, and management systems. Widespread activity has also been documented in the report, *State Educational Assessment Programs 1973 Revision*, published by Educational

Testing Service (ETS). Focusing specifically on the assessment aspect of accountability, the report shows that all 50 states, as well as the District of Columbia, the Virgin Islands, and Puerto Rico, are involved in assessment activities. ETS found 17 programs that collected data for state-level decision making, 13 programs that collected data for local-level decision making, and 24 assessment programs that were in a developmental process or a planning stage. (Center for Statewide Educational Assessment . . . 1973, pp. 1-8)

While the concern in the '60s was whether education should have some kind of accountability system, the debate of the '70s no longer considers that choice; accountability in some form is now inevitable. Today's concern has a practical focus: how to make accountability work. Educational researchers and writers in this decade are trying to solve the specific problems related to accountability design and implementation. They are analyzing existing accountability programs, defining the elements needed in an accountability system, establishing criteria for judging the effectiveness of accountability programs, and theorizing about what accountability can and should do in order to improve the educational process.

Recently, there has been an increasing trend for accountability systems to be all inclusive. Teachers and administrators comprise only a part of the accountability picture. All persons, whether explicitly or implicitly involved in the educational process, are being included. For example, the wishes and desires of the communities served by educational institutions are now affecting educational decisions. In addition, students are exerting some influence; their opinions and feelings are affecting the goals and purposes of accountability systems. Another aspect of all-inclusive participation in accountability programs is the work being done by local school boards and state legislatures.

The attempt to involve so many people in the educational decision-making process has raised new questions. Decisions are needed concerning *how* to involve these people. For example, what is the proper role for state departments of education? What is the most effective way for students and laymen to participate? Should legislators pass accountability laws? The Cooperative Accountability Project (CAP), based in Denver, Colorado, is attempting to answer such questions with its in-depth exploration of legislative mandates, criterion standards, model identification, role expectations, and reporting practices. In a recent publication, CAP has undertaken the complicated task of outlining not only *who* has a role in accountability systems but also *how* that role could be performed. (Wilsey and Schroeder 1974) Such questions are far from being settled.

Philosophies on the proper role for state departments of education are particularly varied. The following quotations indicate the diversity of positions concerning state department participation in accountability.

> In a time of rapid and ever-accelerating social change, the state education agency--that agency which has the fundamental responsibility at least for public elementary and secondary education in a state--cannot reasonably be expected to contribute to the direction of the changes that are occurring, or to the improvement of education and at least indirectly of society, if it simply continues to do only what it has done in the past. It must anticipate and prepare for its appropriate roles in the emerging future. . . . (if) the state education agency is to assume a bona fide leadership role in education, it must move away from the historic organizational and operational concerns--checking on compliance and doling out both money and advice--to new leadership and service activities that are less bureaucratic, less regulatory, less bound by traditions and structure, and more concerned with planning, development, and change. (Morphet and Jesser 1972, pp. 61-63)

> Most state accountability proposals call for more uniform standards across the state, greater prespecification of objectives, more careful analysis of learning sequences, and better testing of student performance. These plans are doomed. What they bring is more bureaucracy, more subterfuge, and more constraints on student opportunities to learn. The newly enacted school accountability laws will not succeed in improving the quality of education for any group of learners. . . . If state accountability laws are to be in the best interests of the people, they should protect local control of the schools, individuality of teachers, and diversity of learning opportunities. They should not allow school ineffectiveness to be more easily ignored by drawing attention to student performance. They should not permit test scores to be overly influential in schoolwide or personal decisions--the irreducible errors of test scores should be recognized. The laws should make it easier for a school to be accountable to the community in providing a variety of high quality learning opportunities for every learner. (Stake 1972, pp. 3-4)

In the first quotation, Morphet and Jesser focus on the necessity for state agencies to take the role of leadership and to be creative in that role. In contrast, Stake, in the second excerpt, emphasizes the need for local agencies to assume or retain responsibility. But even though the authors present different views concerning the type of state-level involvement, they do agree to some extent that accountability offers an opportunity for improving education.

Another area of difficulty appears when students and representatives of the community are included in developing an accountability system. (Bowers 1972, p. 26) Broad-based involvement in any project is a formidable task in today's complex, changing, and transient society. Consequently, individuals who are responsible for obtaining local participation need special training. They need expertise in skills related to group dynamics and interpersonal communication. Once the community is brought into the educational process and is asked to help define goals and/or objectives, there arises the question of how to use the input. Undoubtedly there will be a variety of ideas, many of them conflicting. Therefore, plans for accountability programs must include methods for dealing with these conflicts.

1.3 Accountability and the Humanists

The accountability movement has provoked mixed reactions from the humanists--from those most deeply concerned with the sensitivities and potentials of the individual. Some humanists fear that accountability will lead to a mechanical and limited treatment of education. Others regard it as a valuable concept, one which provides the challenge and opportunity to redefine educational goals and promote the well-being of every person in the educational environment.

Those humanists who are skeptical warn that accountability could force educators to focus their attention mainly on easy-to-measure educational outcomes and thereby disregard the less tangible outcomes, those related to "human" development. ("Summary of NEA Conference . . ." 1973, p. 1) They also view accountability as a way of industrializing--and thereby dehumanizing--education. Such a mechanical approach, they fear, will overshadow the importance of individual discovery and development.

One humanist, Arthur W. Combs, comments on the limitations of current accountability practices:

> I don't think anybody can be against accountability. Everyone ought to be accountable. What the humanist is constantly trying to make clear, however, is that accountability, as it is currently being practiced, is far too narrow a concept. And it is this narrowness that seriously injures the educational process. (Combs 1973, p. 114)

One of the limiting aspects criticized by the humanists is accountability's emphasis on precise, objective measurement for evaluating educational outcomes. Combs offers an alternative to objective measurement. He promotes subjective judgment as an important evaluation technique:

> To deal with the humanist aspects of accountability, we have to insist on the validity of human judgment for evaluation. We have sold ourselves a bill of goods in our insistence on being objective. Objectivity is fine when you have it. But judgment is what we use when we are unable to deal precisely and objectively with a particular event. If we throw out judgment in the evaluation of educational outcomes, we have thrown out a most important tool. Judgment is what education is all about; in fact, the goal of education is to improve human judgment. If teachers are not allowed to use judgment to determine what is happening then what we have done is rule out the very quality that makes them most effective in the long run. (Combs 1973, p. 121)

Another concern of some humanists is that objective measurement and evaluation could lead to standardized, homogenized education. They fear that educational diversity, which requires flexibility, heterogeneity, and freedom of choice, will be sacrificed. One educator, when emphasizing the importance of diversified educational opportunities, has warned that accountability enthusiasts could be pushing education toward a nationally regimented curriculum. (Baker 1973, p. 1)

While some humanists criticize the consequences of limited accountability programs, others react more favorably. Working from a philosophical perspective, they interpret accountability as an opportunity to promote the growth of every person in the educational community. Essential to their thinking is "a growing awareness that the healthy, human society is the helping society in which each of us becomes the responsible caretaker of ourselves." (Richards *et al.* 1973, p. 247) A new and comprehensive approach to accountability is envisioned.

> [They] propose a concept of accountability which concerns itself not merely with the performance of measureable, designated, and limited educational goals, but with the

> goal of facilitating the increased adequacy and well-being of every person in the school environment. [The] proposal is a basic one. It does not assume to define specific procedures for *imposing* accountability on anyone. It focuses on an understanding of accountability without which no attempt to make others accountable will succeed in making the school environment more healthy and humane. (Richards *et al*. 1973, p. 247)

1.4 Accountability and the Social Studies

The issues raised by the humanists are particularly relevant to accountability in the social studies. Many social studies educators feel that it is much more difficult to achieve a consensus on goals and objectives in social studies than it is, say, in math or reading. Does this mean that the resulting consensus will be much less meaningful? Once decided upon, many important social studies goals are considered difficult to operationalize and measure. Does this mean that they will be ignored? Many feel that since these issues are somewhat unique to social studies, the processes and procedures for determining social studies goals and objectives should be different from other subject areas.

Nationally, accountability--mainly in terms of assessment activities--has had its greatest impact in math and reading. These subject areas are generally granted high priority by state departments of education and are considered relatively easy to measure. Despite this national trend, however, a few states are giving social studies considerable attention in their accountability programs.

For the past several years the Michigan Department of Education, following its general accountability model, has been developing performance objectives in social studies and other subject areas. The objectives developed at the state level will serve as a model to Michigan school districts that are designing their own educational programs. Robert L. Trezise, the Social Studies Specialist in Michigan's Department of Education, praises the results of his state's efforts in developing social studies objectives:

> [At first] many people--including myself--were skeptical of putting social studies in student-performance terms, because, we all said, while such "skillsy" areas as reading and mathematics might lend themselves to definition

> by performance objectives, social studies is too open-ended, too broadly humanistic, too subjective an area for this kind of treatment. Reduce social studies to performance objectives, the reasoning went, and you kill the heart of the matter. . . . [However,] having spent this period of time in an attempt to define minimal performance objectives in the social studies, I can say personally . . . that searching for the basics in student-performance terminology has been a most rewarding experience; for in attempting to state specifically and precisely what it is we might expect youngsters to do and to know as a result of instruction in the social studies, one's own thinking is greatly clarified. And bringing clarity and precision to an area like the social studies, which tends to be ill defined and a hodgepodge of purposes, can only be to the good. As a matter of fact, it is the very vagueness . . . of social studies that makes it all the more appropriate an area in which to apply . . . performance objectives. (Trezise 1974, p. 25)

According to Michigan educators, accountability has benefited the social studies. By developing performance objectives, social studies educators have had to clarify fuzzy thinking, reduce things to their essentials, and define things in clear and spare language--efforts which have brought precision to a previously unclear area. (Trezise 1974, p. 24)

2.0 A Proposed General Accountability Model

To assist state department personnel and others engaged in planning accountability programs, we have developed a general model that defines and integrates the various components of accountability. The model, which is shown in Figure 1 on the next page, is based on the definition of accountability given at the beginning of this report. It is very general and encompasses, or at least implies, all aspects frequently included in discussions or models of accountability.

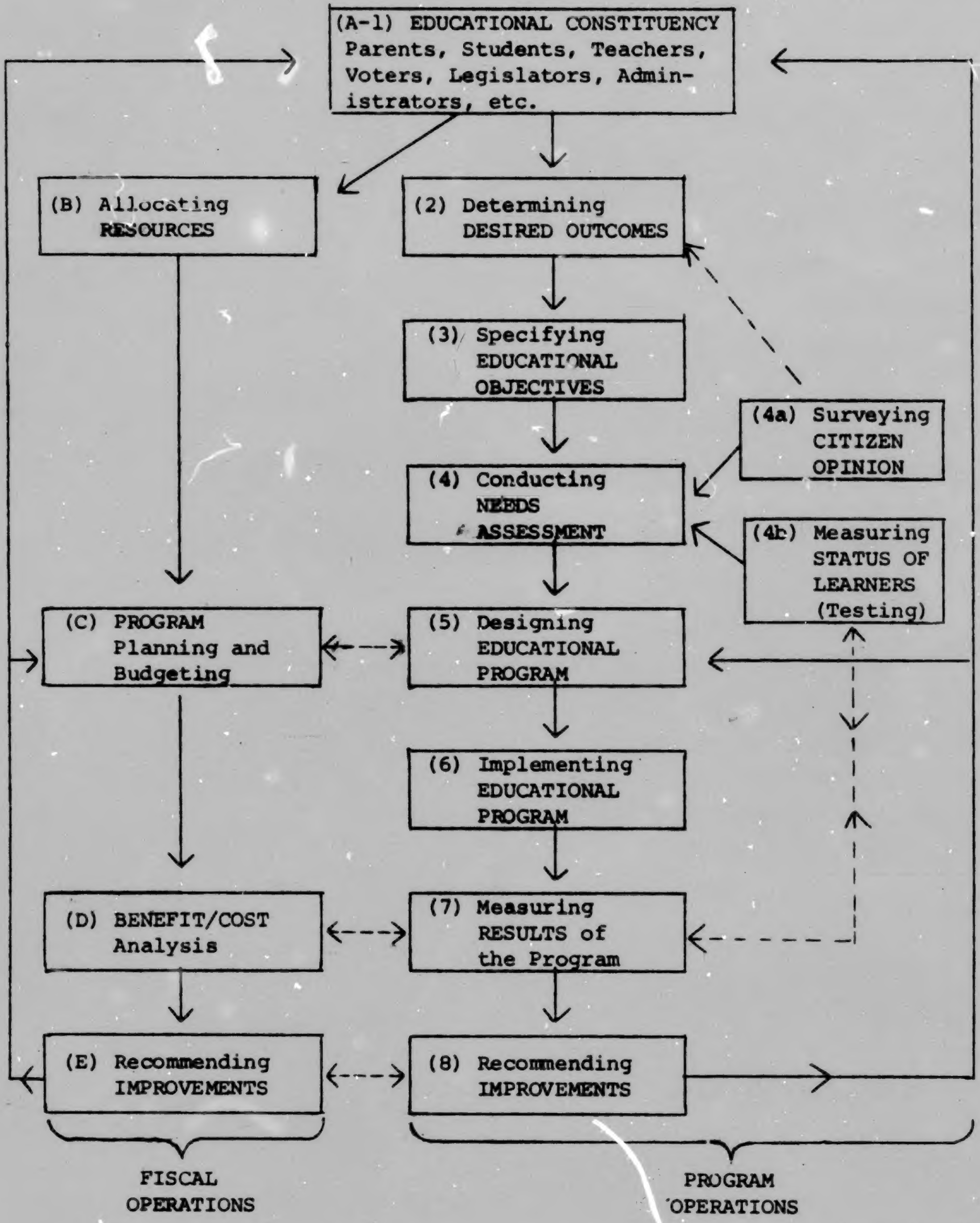
This model has two distinct functions. It can be used to help describe what *is*--the current state of affairs in a single school district or state or in a number of districts or states. It can also be used to describe what *ought to be*--a desired state of affairs which may or may not coincide with what actually exists.

Although our model relates to general accountability activities, it can be applied specifically to social studies programs by identifying social studies concerns in each step of the model. For example, if the model were to be used to plan a social studies accountability program in a state or district, the desired outcomes determined in step 2 would be social studies outcomes rather than general educational outcomes or outcomes for another subject area. While the desired outcomes or program design for a social studies accountability program would differ from those for a math accountability program, we believe the processes involved would be the same.

2.1 The Educational Constituency

The first element presented in the general model is the educational constituency, step A-1. This component includes the persons, groups, or institutions that initiate major educational decisions and to whom the educational system is responsible. It might be an exclusive group that includes only the legislature and the board of education, or it might be more comprehensive and include administrators, voters, and others. A major emphasis in the current accountability movement is to have a very broad constituency, one which in some cases includes legislators, teachers, administrators, parents, taxpayers, the public at large, and occasionally students.

Figure 1. A General Accountability Model


(A-1) EDUCATIONAL CONSTITUENCY
Parents, Students, Teachers, Voters, Legislators, Administrators, etc.
(B) Allocating RESOURCES
(2) Determining DESIRED OUTCOMES
(3) Specifying EDUCATIONAL OBJECTIVES
(4a) Surveying CITIZEN OPINION
(4) Conducting NEEDS ASSESSMENT
(4b) Measuring STATUS OF LEARNERS (Testing)
(C) PROGRAM Planning and Budgeting
(5) Designing EDUCATIONAL PROGRAM
(6) Implementing EDUCATIONAL PROGRAM
(D) BENEFIT/COST Analysis
(7) Measuring RESULTS of the Program
(E) Recommending IMPROVEMENTS
(8) Recommending IMPROVEMENTS
FISCAL OPERATIONS
PROGRAM OPERATIONS

The more comprehensive the educational constituency, the more the roles of different constituents are likely to vary. Some constituent groups, such as legislators or citizens, may have limited roles and affect only two operations of the system--resource allocation and goal determination. However, other persons, such as superintendents or teachers, may play a more comprehensive role, taking part in many of the operations shown in the model. In addition to influencing allocation of funds and definition of goals, they may participate in identifying specific objectives, conducting assessment activities, designing educational programs, and so on.

The educational constituency is different from the rest of the components in the model. It consists of *persons,* whereas the other steps represent *operations* or *functions*. As the decision-making body that starts the system working, the constituency initiates two major sets of operations, indicated by the left and right sides of the model--*fiscal operations* and *program operations*. In the past it has been common for the two sets of operations to proceed rather independently of each other. Legislators and others concerned with fiscal operations have made the major decisions about how much money will be available for operation of the system, and business managers have attended to the fiscal responsibility of the system; but neither of these groups has contributed substantially to program design or measurement of achievement. The professional educators, on the other hand, particularly those below the superintendent level, have been primarily concerned with planning and carrying out the program operations and have had little concern with matters such as cost effectiveness--a term that has sometimes thrown educators into a state of defensiveness or shock.

It is the essence of accountability that the two sides of the general model be brought into closer relationship--that alternative sets of plans be related to the corresponding costs, that past expenditures be judged by demonstrated accomplishments, that those who make the budgetary decisions look more closely at the plans and outcomes of education, and that those who operate the educational programs become more concerned with the relationships between planned programs, demonstrable outcomes, and costs.

2.2 Fiscal Operations

Resource allocation (step B), the first component of the fiscal operations, represents a major decision made by the educational constituency or subsets of it. During this phase of the model, resources for achieving educational outcomes are determined. Usually legislators, voters, and school boards make most of the immediate decisions about total money resources available for an educational system; they may also designate expenditures for some specific items in the budget. Other groups in the constituency may influence the legislators and boards as they make these decisions. For example, the general public can exercise vague but important influence over legislative allocation of total money resources and administrators can affect specific allotments of the total budget. In addition to the money allocated by legislators and school boards, other resources are available to supplement school funds. Volunteer services performed by community citizens and school fund-raising projects are two such sources.

The next component in the general model is program planning and budgeting, step C. During this operation, sometimes given other titles, detailed fiscal planning is *related* to program planning. In fact, this step might be related to all aspects of the right side of the model, but additional arrows have been omitted for the sake of simplicity.

Following program planning and budgeting is step D, benefit/cost analysis. In this component achievements are compared with costs of total programs and/or parts of programs to determine which ones give the greatest results per unit of resources. Benefit/cost analysis may also be done at the earlier planning stages to compare expected benefits and costs of proposed programs.

Finally, on the fiscal side, recommendations for improvement (step E) are made and transmitted back to both the program planners (step C) and the educational constituency (step A-1).

2.3 Program Operations

Parallel to the fiscal activities in the model is a second major set of operations initiated by the educational constituency. This set, shown by the right side of the model, concerns the program aspects of accountability operations.

In the model, program operations begin with step 2, determining desired outcomes. This step concerns the defining of broad, general outcomes: such outcomes are sometimes called goals in educational terminology. Step 3 of the model refers to defining more specific objectives. In some instances these objectives might be performance objectives. Actually the desired outcomes-objectives distinction should be considered a continuum rather than a dichotomy.

Needs assessment, step 4, represents the process of comparing the desired state of affairs, as determined in steps 2 and 3, with the actual state of affairs. Needs assessment necessitates measurement of the existing educational situation. Substeps 4a and 4b reflect two commonly used measurement procedures. Citizen surveys (step 4a) are sometimes used to assess the public's opinion of educational needs. Measuring the status of learners (step 4b) involves testing students with standardized instruments to determine achievement levels. Once survey or testing activities are complete, the results are compared with desired outcomes and objectives to determine needs.

Based on assessed needs, educational programs are designed (step 5) which will meet the specified needs. The next step is to implement the program (step 6), then the program results must be measured (step 7). This measurement may include any procedures considered appropriate for determining progress toward the stated objectives. The arrow between steps 7 and 4b indicates that the same methods and/or measurement may serve both components The methods, or instruments, developed in step 4b could also be used in step 7. In addition, the results of measurement occurring in step 7 could also be used to reflect learner status, step 4b.

After results are measured, recommendations for improvements, step 8, are made and communicated back to various decision-making points in the system. While the recommendations, if implemented, affect all parts of the system in some way, they most directly influence two areas of decision making: general policy (as determined by the educational constituency in step A-1) and program design, step 5.

2.4 Roles

This model outlines a means for systematically conceptualizing and implementing accountability. A useful supplement to the model is presented by Wilsey and Schroeder (1974), who have identified the roles of the individuals and groups that play an important part in educational accountability: state legislature/governor, state department of education, state board of education, local school board, community members and groups, citizens' committees, superintendent of schools, district administrators and supervisors, principals, teachers, students, teachers' organizations, other school-related organizations, and consultants. The roles played by each of these groups or individuals are described with respect to specific accountability processes, including selecting goals, determining objectives, analyzing alternative programs and activities, developing or revising program activities, developing program accounting and budgeting procedures, establishing time tables, evaluating achievement of objectives, reporting to the public, and evaluating and revising the accountability system.

In specifying participants' roles in these accountability processes, Wilsey and Schroeder recommend that the role for state departments of education in each process is to advise, provide consulting or training services and funding, recommend action to the state board or legislature, and supervise, control, evaluate, or enforce the accountability program.

3.0 Purpose and Methodology of This Report

3.1 Purpose and Scope of the Report

Observing the momentum behind educational accountability, the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) sponsored a nationwide survey of persons in state departments of education to examine accountability activity in the various states and to determine the status of social studies in the accountability movement.

We were interested in answers to several questions about general accountability programs. How are such programs initiated and implemented? What procedures are being followed in accountability activities? Who is pressuring for accountability? What seem to be the future trends in accountability? Within the context of general accountability programs, we were particularly interested in answers to questions concerning the status of social studies. To what extent is social studies included in the accountability programs of various states? What procedures are being followed in social studies accountability? What is the future of social studies in the accountability movement?

We felt that answers to these questions and others would provide a useful picture of accountability programs in the 50 states and the status of social studies in those programs. We hoped the answers would provide state departments of education as well as other interested persons with helpful information for designing, implementing, evaluating, or modifying accountability programs in the social studies.

The concept of accountability is quite complex, and authorities do not always agree on which activities properly fall within its scope. For purposes of this report we limited our discussion of accountability primarily to program-related activities such as determining desired outcomes, specifying educational objectives, assessing needs, designing programs, and evaluating programs. We did some general analysis of how funds allocation is tied to accountability in various states, but we did not deal with fiscal considerations and management methods such as educational vouchers, uniform accounting systems, budgeting systems, or management information systems. Neither did we consider performance contracting or evaluation of educational employees. These areas and others are often (and logically) included in state accountability practices, but we chose to focus more specifically on the program components of accountability.

While we have excluded some fiscal, management, and other considerations from our accountability discussion, we have extended our scope to include any accountability-related activity in which a state is engaged, even if the activity is not part of a comprehensive accountability program. For example, a state may be engaged in a student testing activity but not have a comprehensive accountability program in effect or even projected. In such instances, we have categorized the state's testing program as an accountability-related activity (needs assessment) and included the activity in our analyses of accountability programs.

3.2 Data Collection

The method we chose to collect data for our report was to interview, by telephone, representatives from state departments of education. Initially we planned to include data from all 50 states; however, representatives from two states, Illinois and Tennessee, declined to participate. Thus our final report deals with accountability in 48 states. Appendix A contains a list of all survey participants.

We attempted to get a comprehensive view of accountability in each state by identifying and interviewing two representatives from each. One representative was to be the social studies specialist or consultant from the state department of education. In 17 states we found there were no social studies specialists, so state department curriculum generalists were interviewed instead.

The second interviewee we originally planned to contact in each state was the person responsible for state-level accountability programs. However, we found only one state, Florida, actually employed such a staff member. In the remaining states we had to trace the person most closely associated with accountability planning. The titles of such people included Director of Evaluation and Planning, Director of Research, Director of Assessment, Supervisor of Testing, Assistant Commissioner for Long-Range Planning, and Associate Commissioner of Education. In this report, the second group of interviewees is called "evaluation personnel."

The telephone interviews were conducted in two rounds from September to mid-November 1973. Social studies specialists were contacted during the first round and evaluation personnel during the second. Similar but somewhat different questionnaires were designed and used in interviewing the two types of representatives (see Appendix A). All conversations were recorded on cassettes (with permission) and later transcribed. The resulting transcriptions produced most of the data appearing in this report. Because we were able to interview only one representative from South Dakota, a total of 97 interviews were completed.

Our data collection procedure produced some problems. First, the disparate nature of the accountability concept caused our questions to be interpreted in a wide variety of ways. Although we provided interviewees a definition of accountability (the one presented in the introduction to this report), respondents' answers sometimes went outside this definition, touching on subjects such as district autonomy, community control of schools, performance contracting, management by objectives, school accreditation, educational vouchers, management information systems, and performance-based teacher certification. Dealing with such diverse interpretations and terminology made later data analysis difficult.

Another problem produced by our data collection procedure seems inherent in the open-ended questioning design of the survey. The amount of data gathered with the technique was extensive and usually informative, but it was also unfocused. The open-ended questioning may have also contributed to the few instances when seemingly conflicting information was given by the two representatives from the same state. Certainly the massive amount of data produced in our interviewing proved cumbersome to quantify.

3.3 Conference

From the survey findings and additional information we abstracted from various state department of education publications, we drafted a preliminary report. This working paper was then presented at a two-day conference on educational accountability sponsored by ERIC/ChESS and held in Boulder, Colorado, in December 1973. The conference participants reviewed the draft and made suggestions for preparing our final report. (Names of conference participants appear in Appendix A.)

3.4 Verification of Survey Data

In January 1974 three charts showing our interpretation of the survey findings for each state were mailed to all participants. Appendix A contains samples of the items mailed in the verification procedure. Verification charts 1 and 2 showed the degree to which each state performed four accountability-related activities--determining desired educational outcomes (goals), specifying educational objectives, measuring status of learners, and designing educational programs. Activities were defined for curricular areas in general and for the social studies in particular. Chart 3 showed the degree of state and local cooperation in each of these four activities.

Of the original 98 interviewees receiving the verification charts, 36 participants representing 22 states responded. These respondents each returned various suggestions and corrections to our interpretation of their state's accountability activities. The varied reactions to these charts demonstrated that the accountability movement is still young and not clearly defined. However, using the suggestions and corrections given by respondents, we made our data reflect existing programs as accurately as possible.

We also used several documents dealing with accountability to aid in verifying our survey data. Details of state assessment activities were checked with *State Education Assessment Programs 1973 Revision* (Center for Statewide Educational Assessment . . . 1973), published by the Educational Testing Service and referred to in this report as the ETS report. Two Cooperative Accountability Project publications, *Legislation by the States: Accountability and Assessment in Education* (Hawthorne 1973a) and *Characteristics of and Proposed Models for State Accountability Legislation* (Hawthorne 1973b), were used to corroborate our data on legislated accountability activities. Doris M. Ross's report, "1973 State Education Legislation and Activity: General Governance and Administration--Survey of the States," provided still another source for checking our information. We acknowledge the usefulness of these four publications but of course accept responsibility for any errors appearing in this report.

4.0 Analysis of Survey Data

The analysis that appears in this section of the paper is based primarily on the data collected in our telephone survey of representatives from the 48 participating states. When other sources are used, appropriate reference is made. In the data analysis we attempt to answer the questions about educational accountability that prompted the initial interest in this study.

4.1 Accountability Program Titles: What Are Programs Being Called?

Our first examination of the survey data was made to determine what the states were titling their accountability programs. Although there were few exact duplications among the program titles, it was possible to categorize them by the key phrase appearing in each title. Table 1 shows the results of this analysis.

Table 1. Accountability Program Titles

Key Phrase in Title	Number of States
"Needs Assessment"	17
"Educational Assessment"	17
"Educational Accountability"	3
"Statewide Testing"	3
"Evaluation"	2
No Title	2
Other	4
"Continuing Plan of Education in Mississippi"	
"New York State Assessment and Evaluation System"	
"Public School Approval Process in Vermont"	
"Statewide Search for Consensus" (Ohio)	

As Table 1 indicates, the majority of states are calling their accountability programs either "needs assessment" or "educational assessment." The emphasis on assessment in the program names corresponds with the strong emphasis on assessment activities we found when we analyzed what the states are actually doing in their accountability programs (see Table 8).

In view of the common use of the term *assessment* and the infrequent use of the term *accountability* it might be argued that this report should carry the former rather than the latter in its title. However, the emphasis on accountability has been retained for two reasons. First, much of the discussion in the literature and elsewhere focuses on the term *accountability* rather than *assessment*. Second, *assessment*, as shown in the model presented in Section 2.0, comprises only a part of the whole process of accountability. In this report we are interested in complete accountability systems, not just in the single activity of assessment.

4.2 Origins of Accountability Programs: Who Initiates Accountability Programs?

Using our survey data and information in the ETS report, the origins of accountability programs were analyzed. The purpose of this analysis was to determine who was responsible for initiating the accountability activities in each state. Results of the tabulation are shown in Table 2.

Table 2. Origins of Accountability Programs

Initiator	Number of States
State Department of Education (SDE)	29
Legislative Mandate	5
Special Accountability Agency or Division	3
State Board of Education (SBE)	2
ESEA Title III Office	1
Combined Effort	8
(Combinations include: SDE and SBE; SBE, SDE, and legislature; SBE, SDE, governor, and legislature; city board of education and SDE; board of regents, SDE, and teachers' association; SBE and governor.)	

Our data show that by far the most common initiator of accountability programs in states is the State Department of Education (also called the State Education Agency or Department of Public Instruction in some states). It was not always possible to determine from our information what motivated the state departments to originate such programs. Some respondents did mention that their programs were begun in response to the requirements of the ESEA Title III funds received by their state.

4.3 Accountability Legislation: Is Educational Accountability Being Legislated?

Because legislation is thought by some to be important to accountability programs, we decided to look closely at how many states have enacted or proposed legislation relating to educational accountability. The findings appear in Table 3.

Table 3. Educational Accountability Legislation

Status of Legislation	Number of States
Legislative mandate originated accountability program	5
Legislation passed after initiation of accountability program	12
States having enacted legislation	17
Legislation pending (based on Fall 1973 reports)	2

Table 3 indicates that the legislative push for accountability is not particularly strong. With only 17 states having enacted legislation and two others having legislation pending, it does not seem legislatures, as a group, are zealously pushing accountability, at least by statute. However, it is possible that legislators are exerting pressure other than statute requirements to make education more accountable.

4.4 Funding Sources of Accountability Programs: Who Is Paying for Accountability Programs?

To determine how accountability programs are being financed, we used both our own data and data from the ETS report. Table 4 shows the tabulation of results.

Table 4. Funding Sources of Accountability Programs

Funding Sources	Number of States
Only federal sources	23
Only state sources	8
Combination state-federal sources	10
Combination state-federal-local sources	3
Combination federal-local sources	2
Combination state-local sources	1
Total	47*

*Oregon reports no funding for its accountability-related activities.

It is clear from Table 4 that accountability programs are relying heavily on federal funding. Thirty-six use federal funding for their accountability activities. In Table 5 on the next page, a more detailed breakdown of federal sources involved in accountability programs is presented.

4.5 Roles of State Departments of Education in Accountability: What Are State Departments Doing in Accountability?

We were interested in analyzing what state departments are doing in the accountability movement. First, we asked respondents what agent determined the role of the state department in their state's accountability program. Table 6 on the next page summarizes their responses.

Table 5. Sources of Federal Funding in Accountability Programs*

Federal Funding Source	Number of States
Only ESEA Title III	14
Only ESEA Title V	2
Only ESEA Title IV, section 402	1
Combination of Titles I and III	5
Combination of Titles III and IV	4
Combination of Titles I, III, and V	3
Other Combinations	7

*Brief descriptions of the four Titles of the Elementary and Secondary Education Act of 1965 are as follows:

Title I--Financial assistance to local education agencies for the education of children of low-income families

Title III--Supplementary educational centers and services (innovative programs)

Title IV, section 402--Educational research and research training

Title V--Grants to strengthen state departments of education

Table 6. Summary of Agents Determining Roles of State Departments of Education in Accountability

Determining Agents	Number of States
Single Agent	
State Department of Education	8
State Board of Education	5
Statute	5
Chief State School Officer	3
Title III	2
Community Involvement	2
Legislative Resolution	1
Governor's Office	1
Combination of Agents	20
No Agents Cited	1

Table 6 shows that in 27 states the state department's role is being determined by a single agent; however, the agents vary. No single agent dominates, but it does appear that state departments themselves, or their chief state school officers, often determine what role they will play in accountability.

The combination of determining agents reported by the remaining 21 states was too diffuse to tabulate profitably, so Table 7, on the following page, was prepared to show specifically what agents are determining the state department's accountability role in each of the 48 states participating in our survey.

Table 7: Some Determining Roles of State Departments of Education in Accountability

		Legislature						Elem.-Second. Education Act		
	Constitutional Mandate	Statute	Resolution	State Department of Education	State Board of Education	Governor's Office	Chief State School Officer	Title I	Title III	Community Involvement
Alabama			X				X			
Alaska	X						X			
Arizona			X				X			
Arkansas									X	
California		X		X	X		X			
Colorado		X								
Connecticut				X						
Delaware					X					
Florida						X				
Georgia					X		X			
Hawaii		X				X				
Idaho				X						
Indiana				X						
Iowa				X			X			
Kansas				X						
Kentucky							X			
Louisiana				X			X			
Maine			X	X					X	
Maryland		X								
Massachusetts					X					
Michigan			X				X			
Minnesota				X			X			X
Mississippi				X						X
Missouri				X					X	
Montana	X		X				X			
Nebraska										X
Nevada				X			X			
New Hampshire				X						
New Jersey					X		X		X	
New Mexico			X							
New York				X						
North Carolina							X			
North Dakota									X	
Ohio		X								
Oklahoma		X								
Oregon				X	X		X			
Pennsylvania		X								
Rhode Island			X	X						
South Carolina					X					
South Dakota			X					X	X	X
Texas					X					
Utah										X
Vermont			X	X	X					
Virginia				X						
Washington							X			
West Virginia				X						
Wisconsin						X	X			
Wyoming					X					

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To determine what role state departments of education are presently playing in accountability, we asked each respondent to describe his/her department's function in accountability. Responses are shown in Table 8.

Table 8. Roles of State Departments of Education in Accountability Programs/Activities

Present Role	Number of States
Developing and implementing an accountability program	11
Implementing needs assessment activity	9
Supporting and/or advising local accountability activities	9
Developing an accountability program	7
Providing leadership in joint state/local accountability activities	6
Carrying out legislation	2
Preparing information for future legislation	1
Role unclear or playing no role	3

The roles of state departments of education, as described in Table 8, are diverse. The 11 respondents who indicated their departments were developing and implementing accountability programs view their departments as the "prime movers" behind accountability. The representatives who describe their department's role as "providing leadership in joint state/local activities" perceive their agency as instrumental in, but not totally responsible for, accountability. Other respondents see their department's role as completely advisory and/or supportive.

4.6 Status of Accountability Programs: What's Happening in Accountability?

While the central aim of our survey was to determine the status of social studies in the accountability program of each state, we found it necessary to examine the overall accountability program of a state before focusing specifically on its social studies activities. An initial review of our data showed that accountability programs varied considerably in terminology, activities, and procedures. To deal with this diversity, we used the accountability model presented in Section 2.0 of this paper as the basis for analyzing the accountability programs in the 48 states surveyed.

There were two advantages in using the accountability model as the basis of analysis. First, the model helped us translate the numerous terms used by states to describe their activities and approaches into a common terminology. Second, the stages of accountability activity specified by the model provided a starting point for analyzing and comparing the procedures actually being used in various states.

The major problem in using the model as a basis of analysis was that the activities or procedures, as described by respondents, did not always fit neatly into the steps specified in the model. In some instances incomplete or vague data also made interpretation difficult. However, we have attempted to represent fairly and accurately each state's program in our analysis.

The part of the accountability model used in analyzing state accountability program operations is shown in Figure 2 on the following page.

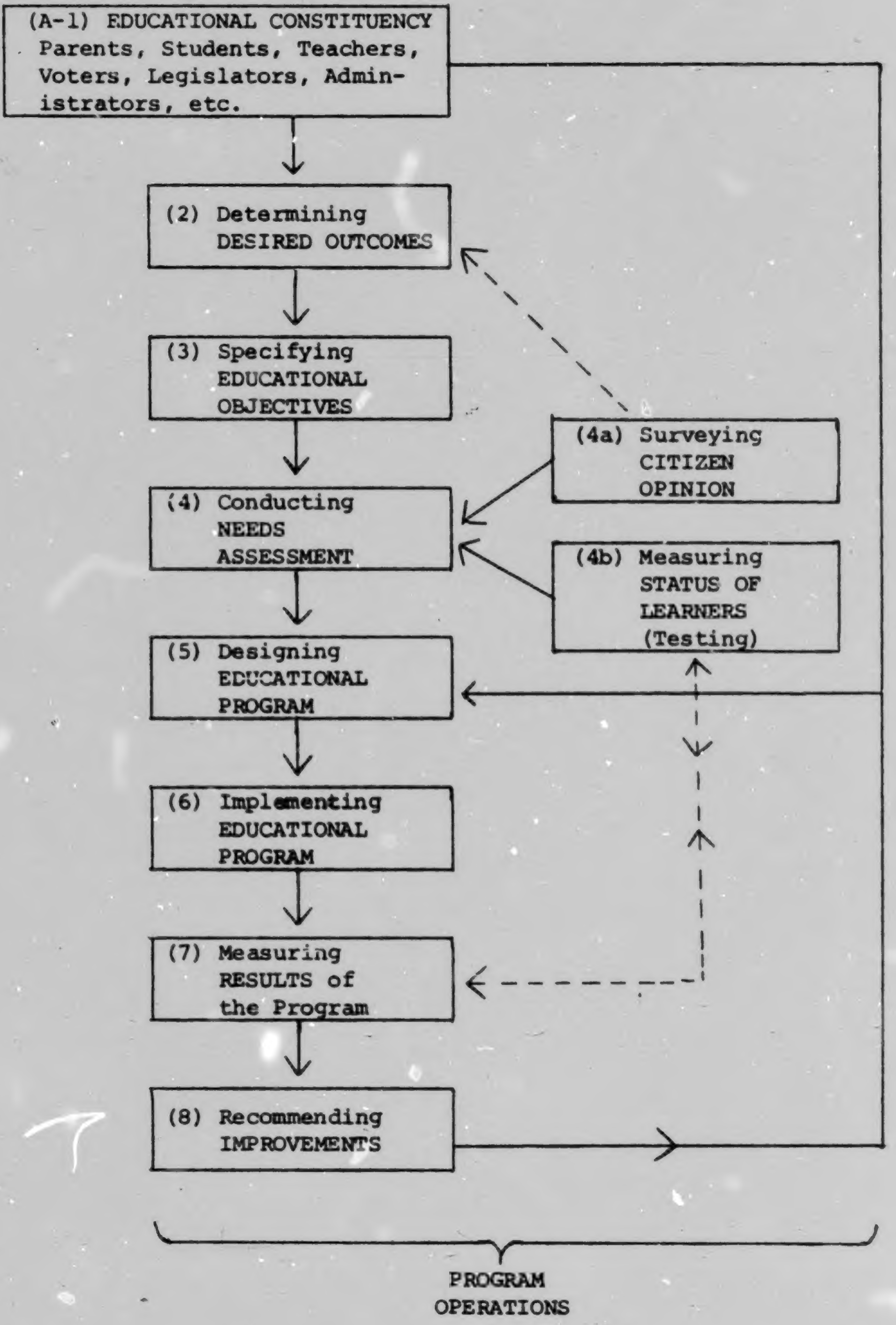
Using the model, we analyzed our data to determine how many states had completed or were presently involved in steps two through eight. Table 9 shows the results of the analysis.

Table 9. Steps Taken in Accountability Programs

Step (as defined by model)		Number of States
Determined Desired Outcomes (step 2)		38
Educational Objectives Specified (step 3)		6
Conducted Needs Assessment (completed or in progress) (step 4)		44
Conducted only student testing	25	
Conducted only citizen survey	5	
Conducted both testing and survey	14	

Table 9 stops with step 4 of the model because, by our analysis, no state has progressed beyond that step in its accountability program.

Figure 2. A Partial Accountability Model


(A-1) EDUCATIONAL CONSTITUENCY Parents, Students, Teachers, Voters, Legislators, Administrators, etc.
(2) Determining DESIRED OUTCOMES
(3) Specifying EDUCATIONAL OBJECTIVES
(4) Conducting NEEDS ASSESSMENT
(4a) Surveying CITIZEN OPINION
(4b) Measuring STATUS OF LEARNERS (Testing)
(5) Designing EDUCATIONAL PROGRAM
(6) Implementing EDUCATIONAL PROGRAM
(7) Measuring RESULTS of the Program
(8) Recommending IMPROVEMENTS
PROGRAM OPERATIONS

That is not to say that states have not been involved in designing or implementing educational programs. However, in answering our survey questions, the state representatives indicated that such program design activities were not considered part of the accountability program in their states, at least at this time.

The above table shows that most states have determined some type of desired outcomes (goals) for education. In reviewing documents published by the various states, we found the specificity of these goals varied considerably. Many states have specified ten or twelve broad goals, often published in attractive brochure form, which indicate the general direction the state plans to go in education.

Step 3 in our model calls for the specifying of educational objectives; this step includes, but is not limited to, performance objectives. As can be seen in Table 9, few states--only six--indicated they had specified educational objectives. A number of respondents indicated their states would begin specifying educational objectives *after* conducting needs assessment activities rather than before.

The step presently generating the most activity on the accountability scene, according to our data, is the needs assessment step. As shown in the analysis of program titles (Table 1), many states label their accountability programs "needs assessment." However, the concept of needs assessment seems to vary considerably from state to state.

Table 9 shows that 25 states base their needs assessment activity on a student testing program. Testing programs range from extensive to minimal, but all involve some sort of standardized testing of student achievement. (Testing programs are discussed in more detail below.) Presumably the actual testing is only part of the total needs assessment step; from the test results needs will be determined by comparing test results with predetermined desired objectives or standards. However, since states are presently in the middle of their student testing program, or just beginning them, it is not possible to determine what use will be made of the testing results.

A second needs assessment activity which has been completed in 19 states is a citizen survey. In such surveys, citizens of the state are asked to indicate what they feel are the educational needs of the state's population. Some surveys have used extensive questionnaires, others brief forms. The number of people surveyed has varied from a few hundred to several thousand. A few states have used the results of their surveys to help determine their desired outcomes (goals). Fourteen states have conducted both a citizen survey and a student testing program.

In tabulting figures for Table 9 it became clear that, while many states were involved in one or more of the steps in our accountability model, they were not necessarily progressing through those steps in the order shown in the model. Therefore, we analyzed the direction the states are proceeding in their accountability programs by showing their activities on flow charts. Determining direction was not easy and sometimes involved synthesizing answers given to several survey questions. The results of this analysis is shown in Table 10.

Table 10. Progression of Accountability Activities

Progression of Steps	Number of States
Desired Outcomes → Needs Assessment (Testing)	15
Needs Assessment (Survey) → Desired Outcomes → Needs Assessment (Testing)	10
Needs Assessment (Testing) →	7
Needs Assessment (Survey) → Desired Outcomes	4
Needs Assessment (Testing) → Desired Outcomes	3
Desired Outcomes	2
Needs Assessment (Survey)	1
Needs Assessment (Survey) → Educational Objectives → Needs Assessment (Testing) → Desired Outcomes	1
Needs Assessment (Survey) → Desired Outcomes → Needs Assessment (Testing) → Educational Objectives	1
Needs Assessment (Testing and Survey) → Desired Outcomes	1
Desired Outcomes → Educational Objectives	1
Needs Assessment (Testing) → Needs Assessment (Survey)	1
No Steps Taken	1

As Table 10 shows, accountability is progressing in many diverse ways within the states. Perhaps the most obvious difference among programs is the first step taken by the state. Some states start with desired outcomes (usually broad goal statements); other states begin with some sort of needs assessment activity (either testing or a survey). A quick computation of the Table 10 figures shows that 18 states began their accountability process by determining desired outcomes, while 29 states began with a needs assessment activity. Perhaps some of these states began with the needs assessment step because they had ongoing student testing programs before the concept of accountability came to the forefront; it was most convenient to begin their accountability programs with an activity already in progress.

Table 11, on the following page, presents a state by state summary of accountability programs as described by participants in our survey and verified by other previously mentioned sources.

4.7 Accountability Publications: What Are States Writing about Their Programs?

In our telephone interviews with representatives from the states, we asked them to send us any documents or publications relating to accountability that had been published in their states. We received such documents from 37 states and used them to supplement our telephone data when preparing Table 11. Appendix D presents an annotated bibliography of the documents we received that we think may be of interest to readers of this paper.

An analysis of the publications themselves showed much diversity in the way states are describing and publicizing their accountability activities. Essentially we received three types of documents. One type, which many states have, is a short pamphlet or brochure which outlines the broad educational goals for the state. These publications usually seem to be aimed at the general public and probably could be considered a public relations effort.

Several states that have needs assessment testing programs have produced publications showing the results of the testing programs; similar documents have been produced when an extensive citizen survey has been completed. The information in these documents tends to be

Table 11: State by State Summary of Accountability Programs

	Determined or Determining Desired Outcomes (Goals)	Conducted or Conducting Needs Assessment (Testing)	Conducted or Conducting Needs Assessment (Survey)	Specified or Specifying Educational Objectives
ALABAMA		X		X
ALASKA	X		X	
ARIZONA		X		
ARKANSAS		X		
CALIFORNIA		X		
COLORADO	X	X		
CONNECTICUT	X		X	
DELAWARE	X	X		
FLORIDA	X	X		
GEORGIA	X	X	X	
HAWAII	X	X		
IDAHO	X	X		
INDIANA	X	X		
IOWA		X		
KANSAS	X	X	X	
KENTUCKY	X	X	X	X
LOUISIANA	X	X		
MAINE	X	X		X
MARYLAND	X	X		
MASSACHUSETTS	X	X	X	
MICHIGAN	X	X	X	X
MINNESOTA	X	X		
MISSISSIPPI	X	X		
MISSOURI	X		X	X
MONTANA	X			
NEBRASKA	X	X	X	
NEVADA	X	X		
NEW HAMPSHIRE		X		
NEW JERSEY	X	X	X	
NEW MEXICO	X	X		
NEW YORK	X	X		
NORTH CAROLINA	X	X		
NORTH DAKOTA		X		
OHIO			X	
OKLAHOMA	X		X	
OREGON				
PENNSYLVANIA	X	X	X	
RHODE ISLAND	X	X		
SOUTH CAROLINA	X	X	X	
SOUTH DAKOTA	X	X	X	
TEXAS	X	X		
UTAH	X		X	
VERMONT	X			
VIRGINIA	X	X		
WASHINGTON	X	X	X	
WEST VIRGINIA		X	X	
WISCONSIN	X	X	X	
WYOMING	X	X		
	38	39	19	5

aimed at persons involved in the educational process--administrators and perhaps teachers--but involved citizens would also find the documents of interest.

The third type of document we received were publications stating specific educational objectives, generally performance objectives. These documents seem to be directed toward local administrators, curriculum planners, and, in some instances, classroom teachers. Because few states have specified educational objectives, we received few such documents.

From state publications and interview responses we identified 12 states that have some sort of accountability model. These states are Alaska, Arizona, California, Delaware, Kansas, Maine, Michigan, Minnesota, Nevada, Ohio, West Virginia, and Wisconsin. The models vary considerably in nature and purpose. West Virginia has a very extensive process model, showing the steps the state will take in educational assessment. Kansas, on the other hand, has a model which specifies responsibility in terms of personnel--who is accountable to whom for what. In addition to the 12 states with models, nine states refer to some type of "long-range plan" in their accountability programs, but our information on these plans is too incomplete to analyze.

4.8 Needs Assessment--Testing: What Are States Testing?

Because many states are presently involved in student testing activities as part of their accountability programs, we compiled our data plus that presented in the ETS report to determine the nature and extent of testing activities. We first identified the subject areas being assessed, then tabulated the number of states having assessment programs in those areas. This information is shown in Table 12 on the next page.

The data show that reading and mathematics are by far the most commonly tested subject areas. Respondents in the interviews often mentioned reading and mathematics as the priority areas in their states' educational endeavors. Only about one-fourth of the 48 states in the survey do any testing of social science/social studies, so social studies is definitely not a high priority subject area in needs assessment testing programs. More details on the status of social studies in the

Table 12. Subject Areas Tested in Student Testing Programs

Subject Area	Number of States Testing the Area
Cognitive Areas	
Reading	40
Mathematics	33
English	16
Natural Science	14
Social Science or Social Studies	11
Writing	8
Aptitude	8
Career-Vocational Knowledge	7
Noncognitive Areas	
Attitudes	10
Citizenship	9
Self-Concept	8
Physical Fitness	4
Values	3

general accountability movement are presented in Table 15.

To determine how many subject areas are being tested by individual states, a second tabulation was completed and the results are shown in Table 13 on the following page. Of the states with testing programs, most are testing fewer than five subject areas. Table 13 also shows that seven states presently have no testing program.

Our analysis of the student testing programs being conducted in various states does not attempt to determine the extensiveness of the testing programs or the grade levels of the students being tested. However, from survey responses and a review of state documents, it is clear that testing programs vary greatly. Some states are testing only selected samples of students; other states are involved in testing every student. Some states have detailed plans for rotating the testing of subject areas over a period of years; other states have only sketchy outlines for testing activities. While student testing is the most common activity in state accounta-

Table 13. Number of Subject Areas Included in Testing Program

Number of Subject Areas Being Tested Within a State	Number of States
11	1
9	1
8	3
7	3
6	5
5	2
4	6
3	7
2	8
1	5
0	7

bility programs, there is little similarity from state to state in testing procedures.

4.9 Status of Social Studies in Accountability Programs: How Is Social Studies Faring in the Accountability Movement?

Working from what we learned about general accountability programs in the various states, we then sought to determine the status of social studies within the general accountability movement. In analyzing social studies accountability activities, we relied primarily on the responses given by the social studies specialists who participated in our survey.

Table 14, on the following page, clearly demonstrates that there is little social studies activity within state accountability programs. The respondents from the four states which have determined desired outcomes for social studies indicated their goals are quite broad; the same is true for the educational objectives specified by five states. Representatives from seven states reported that their states are developing curriculum guidelines for social studies, which might become part of an

Table 14. Steps Taken in Social Studies Within Accountability Programs

Step or Steps Taken (as defined by model)	Number of States
Determined Desired Outcomes (specifically for social studies)	2
Conducted Needs Assessment Testing (completed or in progress)	11
Specified Educational Objectives	3
Determined Outcomes and Specified Objectives	2
No Activity in Social Studies	30

accountability thrust in social studies.

Table 15, on the following page, has been prepared to summarize visually the status of social studies within the overall accountability programs operating in the states. General accountability activities are shown with one X. General accountability activities accompanied by specific social studies activities are shown by a double X.

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Table 15: Summary of Social Studies Activities within Accountability Programs

	Determined or Determining Desired Outcomes (Goals)	Conducted or Conducting Needs Assessment (Testing)	Conducted or Conducting Needs Assessment (Survey)	Specified or Specifying Educational Objectives
ALABAMA		X		XX
ALASKA	XX		X	
ARIZONA		X		
ARKANSAS		XX		
CALIFORNIA		X		
COLORADO	X	XX		
CONNECTICUT	X		X	
DELAWARE	X	X		
FLORIDA	X	X		
GEORGIA	X	X	X	
HAWAII	X	XX		
IDAHO	X	XX		
INDIANA	X	X		
IOWA		X		
KANSAS	X	X	X	
KENTUCKY	X	X	X	X
LOUISIANA	X	X		
MAINE	X	X		XX
MARYLAND	X	X		
MASSACHUSETTS	X	X	X	
MICHIGAN	X	X	X	XX
MINNESOTA	X	X		
MISSISSIPPI	X	X		
MISSOURI	XX		X	XX
MONTANA	X			
NEBRASKA	X	X	X	
NEVADA	X	X		
NEW HAMPSHIRE		XX		
NEW JERSEY	X	X	X	
NEW MEXICO	X	XX		
NEW YORK	X	X		
NORTH CAROLINA	X	X		
NORTH DAKOTA		X		
OHIO			X	
OKLAHOMA	X		X	
OREGON				
PENNSYLVANIA	X	XX	X	
RHODE ISLAND	X	X		
SOUTH CAROLINA	X	XX	X	
SOUTH DAKOTA	X	XX	X	
TEXAS	X	X		
UTAH	XX		X	
VERMONT	X			
VIRGINIA	X	XX		
WASHINGTON	X	X	X	
WEST VIRGINIA		XX	X	
WISCONSIN	X	X	X	
WYOMING	X	X		

Table 15 shows that social studies is not receiving much attention in overall accountability programs. In our interviews we asked the evaluation and social studies specialists why social studies seemed to receive less attention than other subject areas. Table 16 reflects the answers of those who responded.

Table 16. Why Social Studies Receives Little Attention in Accountability Programs

Reasons Given by Specialists	Number of States
Social studies is not a priority area	26
Social studies is too difficult to measure	7

Representatives from the 15 states not included in Table 16 indicated in response to a previous question that social studies in their states is progressing at the same rate as other subject areas in their accountability programs. In some instances that might mean that no activity in any area is underway; in others it might mean that social studies is presently being tested or is included in a long-range accountability plan.

To help us project the immediate future of social studies in the accountability movement, our survey participants were asked to indicate the next step their state plans to take in social studies accountability. Table 17 shows their responses.

Table 17. Next Step in Social Studies Accountability

Next Step as Indicated by Respondent	Number of States
Conduct Needs Assessment (Testing)	15
Develop Social Studies Curriculum Plans (Program Development)	11
Specify Educational Objectives	8
Determine Desired Outcomes	4
No Future Plans in Social Studies	10

According to the responses given in our survey, the next step most states will take in social studies is to include the subject in a testing program. In the instances where respondents indicated their state's next step would be curriculum development, they seemed to be referring to some type of program development, perhaps curriculum guidelines. Many respondents were not certain if such activity would relate specifically to accountability procedures. The interviewees who indicated their states would next specify educational objectives were generally referring to performance objectives.

Table 18 on the following two pages has been prepared to summarize the present and predicted future status of social studies accountability in the 48 states participating in the survey. By reading across the page, the completed or in-progress activities in each state can be compared to the projected activities for the state.

Table 18: Summary of Present and Planned Future Social Studies Accountability Activities

	Activities Completed or in Progress		
	Determined or Determining Desired Outcomes (Goals)	Conducted or Conducting Needs Assessment (Testing)	Specified or Specifying Educational Objectives
ALABAMA			X
ALASKA	X		
ARIZONA			
ARKANSAS		X	
CALIFORNIA			
COLORADO		X	
CONNECTICUT			
DELAWARE			
FLORIDA			
GEORGIA			
HAWAII		X	
IDAHO		X	
INDIANA			
IOWA			
KANSAS			
KENTUCKY			
LOUISIANA			
MAINE			X
MARYLAND			
MASSACHUSETTS			
MICHIGAN			X
MINNESOTA			
MISSISSIPPI			
MISSOURI	X		X
MONTANA			
NEBRASKA			
NEVADA			
NEW HAMPSHIRE		X	
NEW JERSEY			
NEW MEXICO		X	
NEW YORK			
NORTH CAROLINA			
NORTH DAKOTA			
OHIO			
OKLAHOMA			
OREGON			
PENNSYLVANIA		X	
RHODE ISLAND			
SOUTH CAROLINA		X	
SOUTH DAKOTA		X	
TEXAS			
UTAH	X		
VERMONT			
VIRGINIA		X	
WASHINGTON			
WEST VIRGINIA		X	
WISCONSIN			
WYOMING			

Table 18: Summary of Present and Planned Future Social Studies Accountability Activities

	Planned Future Activities				
	Determine Desired Outcomes (Goals)	Conduct Needs Assessment (Testing)	Specify Educational Objectives	Develop Curriculum	No Stated Plans
ALABAMA	X				
ALASKA		X			
ARIZONA				X	
ARKANSAS					X
CALIFORNIA				X	
COLORADO	X				
CONNECTICUT		X			
DELAWARE		X			
FLORIDA		X			
GEORGIA			X		
HAWAII			X		
IDAHO				X	
INDIANA					X
IOWA	X				
KANSAS			X		
KENTUCKY		X			
LOUISIANA		X			
MAINE		X			
MARYLAND		X			
MASSACHUSETTS					X
MICHIGAN				X	
MINNESOTA		X			
MISSISSIPPI				X	
MISSOURI					X
MONTANA			X		
NEBRASKA				X	
NEVADA		X			
NEW HAMPSHIRE					X
NEW JERSEY			X		
NEW MEXICO					X
NEW YORK					X
NORTH CAROLINA	X				
NORTH DAKOTA		X			
OHIO		X			
OKLAHOMA		X			
OREGON					X
PENNSYLVANIA				X	
RHODE ISLAND					X
SOUTH CAROLINA				X	
SOUTH DAKOTA				X	
TEXAS			X		
UTAH					X
VERMONT			X		
VIRGINIA				X	
WASHINGTON				X	
WEST VIRGINIA			X		
WISCONSIN		X			
WYOMING		X			

4.10 Present Sources of Pressure for Accountability: Who Is Pushing for Accountability?

The participants in the survey were asked to identify the major source or sources of pressure for educational accountability in their states. Responses are shown in Table 19.

Table 19. Present Sources of Pressure for Accountability

Pressuring Sources	Number of States
Single Source of Pressure	
Legislature	12
State Department of Education	6
Citizen Group	5
Combined Sources of Pressure	
Legislature and Citizen Group	5
Legislature and State Department of Education	3
Other	
School District Administrators	1
School Boards Association	1
No Pressuring Sources	15

Perhaps the most striking information in Table 19 is that representatives of 15 states--approximately one-third of our participants--feel there are no sources pressuring for accountability in their states. Among those 33 states in which representatives identify sources pressuring for accountability, nearly one-half (20) point to their legislatures as an important source of pressure. State departments of education were identified as pressuring sources in nine states and citizen groups in ten.

We were interested to know if the states presently feeling pressure by legislatures for accountability are the states which already have enacted legislation. An examination of enacted legislation and legislative pressures within states is presented in Table 20 on the next page.

Table 20 indicates that of the 17 states presently having accountability legislation on the books, seven feel continuing legislative pres-

Table 20. Accountability Legislation and Pressure by Lesiglatures for Accountability

Legislation and Pressure by Legislatures	Number of States
Has Legislation--Feels Legislative Pressure	7
Has Legislation--Feels No Legislative Pressure	10
Has No Legislation--Feels Legislative Pressure	13
Has No Legislation--Feels No Legislative Pressure	18

sure for accountability while the other ten no longer feel such pressure. Thirteen of the 20 states presently feeling legislative pressure have no enacted legislation relating to accountability. Our data indicate no evidence that legislatures who enact legislation tend to continue their press for accountability; conversely legislatures who pressure for accountability do not necessarily enact legislation.

4.11 Impact of Accountability on Funds Allocation: Is Funding Tied to Accountability?

In our questions to interviewees about their needs assessment programs, we asked if such programs affected the allocation of funds. We were also interested in fiscal components of the broad accountability programs which respondents described in answering questions about the present picture of accountability and the future of accountability in their states. From information obtained in answers to these questions, Table 21, on the following page, was prepared.

With 32 states reporting that accountability has no impact on their funding, it appears that a strong financial component is lacking in most accountability programs. The states which use results of their needs assessment activity to appropriate funds are doing so mainly to provide extra funds for school districts that are shown to need compensatory programs. In informal comments, many respondents indicated their states chose not to publish a district-by-district or school-by-school breakdown of needs assessment results because they feared offending the citizenry of some school areas. So allocation of extra funding, when

Table 21. Impact of Accountability on Funds Allocation

Use of Accountability Results in Funding	Number of States
Needs assessment results used in allocating funds for compensatory education programs	8
Needs assessment results used to secure and appropriate federal funds	8
Accountability activities not affecting funds allocation	32
State is considering relating funds allocation to accountability in the future	11

based on needs assessment results, is usually done without much fanfare.

Table 21 shows that 11 states are considering tying funds allocation to accountability results in the future, although most discussion is still in preliminary stages. Respondents from six states--Arizona, Indiana, Michigan, New Jersey, Rhode Island, and South Carolina--spoke of comprehensive planning to integrate fiscal and program accountability.

In states which relate funding to program aspects of accountability, the fiscal considerations usually become effective in the designing of educational programs. For example, the results of needs assessment activities are used to award extra funding for compensatory programs. Our accountability model shows this relationship with the connecting line between step C and step 5.

4.12 Future Responsibility for Accountability: Who Will Take the Lead in Accountability?

The participants in our telephone interviews were asked to predict who would take the future responsibility for educational accountability in their states. Table 22 on the following page reflects their responses.

Participants in our survey feel that local educators will take (or be given) the major responsibility for accountability in the future. In discussing future plans such as specifying educational objectives or designing programs, the respondents often stated they felt such activities must be the responsibility of local school districts.

Table 22. Future Responsibility in Accountability

Agents Taking Responsibility	Number of States
Local educators	16
State department of education personnel	10
Joint effort of local and state department personnel	15
Undecided or unclear	7

4.13 Conclusion

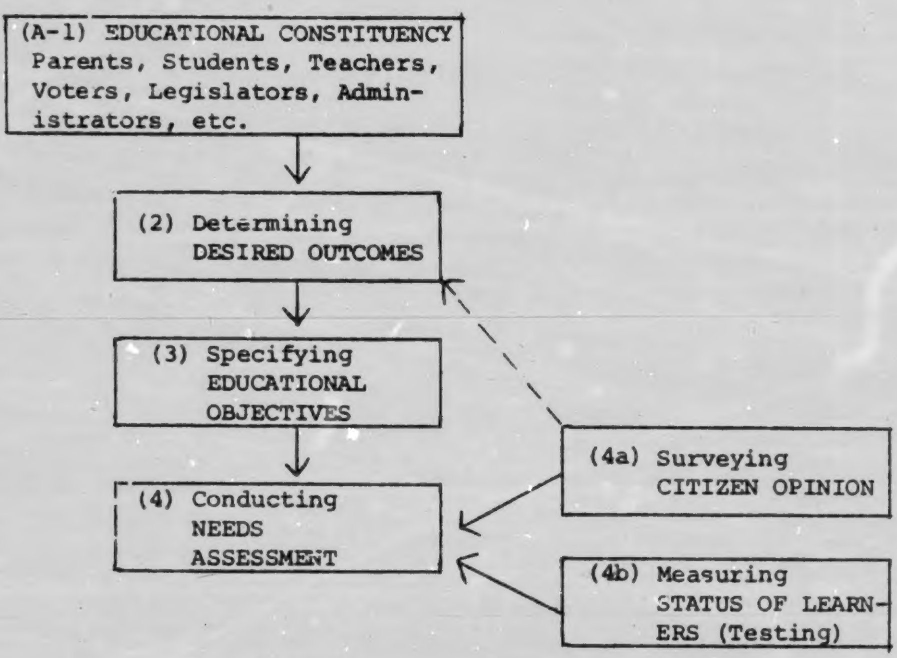
An effort to pull together the extensive and varied data acquired through open-ended questioning in our survey is risky, but a few conclusions seem justified.

First, it is clear that most states presently have some type of accountability program or are engaged in activities which will become part of an accountability program. However, the nature, credibility, and direction of accountability programs vary substantially, and it is difficult to identify trends in the programs.

States having accountability programs seem to be in the very early stages of their work. Accountability activities center on goal setting, needs assessment testing, and to a lesser extent, needs assessment surveys. Student testing seems to be the most prevalent and engaging activity at present, with a majority of states involved in testing to some degree. At this time most states are not tying funds allocation to accountability activities.

The procedures followed by states in their accountability activities are diverse. The beginning accountability steps (the only steps taken by states to date) in our model proceed as follows:

Figure 3. An Accountability Model (Partial)


(A-1) EDUCATIONAL CONSTITUENCY
Parents, Students, Teachers, Voters, Legislators, Administrators, etc.
(2) Determining DESIRED OUTCOMES
(3) Specifying EDUCATIONAL OBJECTIVES
(4) Conducting NEEDS ASSESSMENT
(4a) Surveying CITIZEN OPINION
(4b) Measuring STATUS OF LEARNERS (Testing)

Our data indicate that most states are concerned with most of the elements in this partial model, but in varying sequences. The most common sequences are shown in Figures 4 and 5.

Figure 4. Second Accountability Model

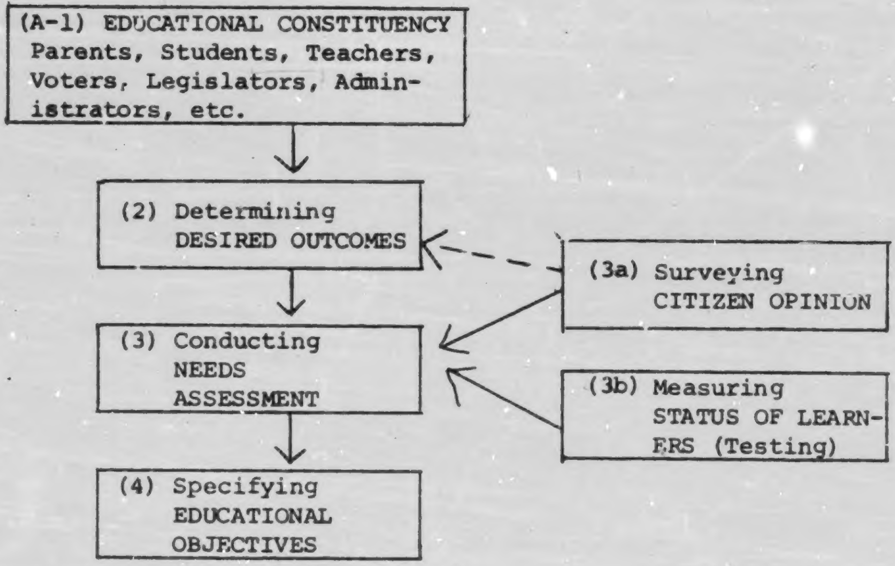
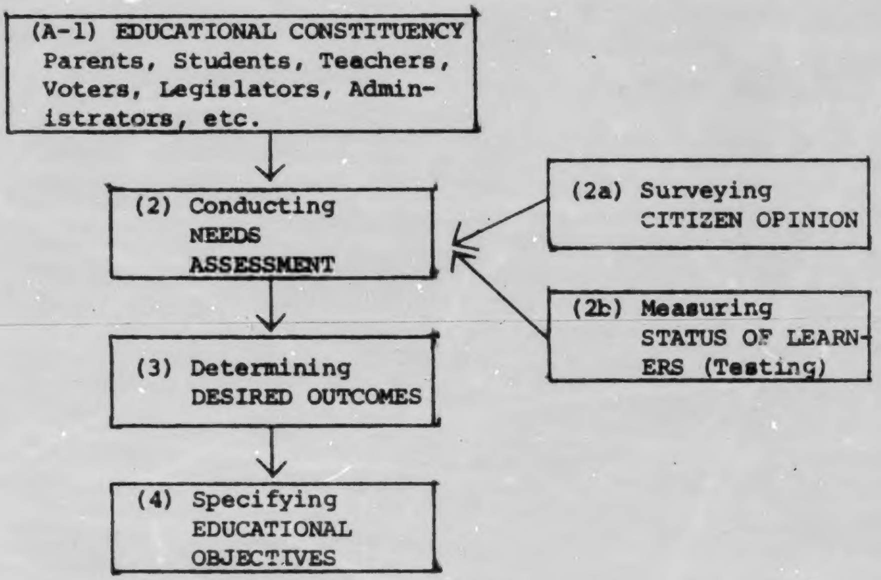

(A-1) EDUCATIONAL CONSTITUENCY
Parents, Students, Teachers, Voters, Legislators, Administrators, etc.
(2) Determining DESIRED OUTCOMES
(3) Conducting NEEDS ASSESSMENT
(4) Specifying EDUCATIONAL OBJECTIVES
(3a) Surveying CITIZEN OPINION
(3b) Measuring STATUS OF LEARNERS (Testing)

Figure 5. Third Accountability Model


(A-1) EDUCATIONAL CONSTITUENCY
Parents, Students, Teachers, Voters, Legislators, Administrators, etc.
(2) Conducting NEEDS ASSESSMENT
(2a) Surveying CITIZEN OPINION
(2b) Measuring STATUS OF LEARNERS (Testing)
(3) Determining DESIRED OUTCOMES
(4) Specifying EDUCATIONAL OBJECTIVES

The only difference between our conceptualization and the procedure reflected in Figure 4 is the point in the system at which educational objectives are specified. In our developmental thinking, we concluded it would be important to specify objectives *before* assessing needs because such objectives could serve as standards for evaluating the results of needs assessments. However, from both Figures 2 and 5 it seems that in actuality most states are specifying objectives *after* assessing needs.

Comparing our model with Figure 5, a second difference appears. States following the model of Figure 5 are beginning with a needs assessment step and using the results of that activity to determine desired outcomes. As noted previously, one explanation of this procedure may be that many states had initiated needs assessment (particularly student testing) activities before accountability became an issue; therefore they have decided to start their accountability programs with activities already in progress.

As for social studies, the involvement of the subject area in the total accountability movement is limited. Only 18 states include social studies in their present accountability programs, and many survey respondents indicated that social studies is not a priority area in their present or projected accountability activity.

The future of general accountability is unpredictable from our data. Though there are definitely sources pressuring for accountability in certain states, our information does not reflect a strong, nationwide push for accountability. If the respondents in our survey are predicting the future accurately, educational accountability, in its many forms, will be left largely to local educators. It seems likely that local-district accountability efforts would result in even more varied approaches than is true of the state-level activities surveyed in this study.

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APPENDIX A

Survey Information:

Survey Participants
Survey Questionnaires
Conference Participants
Verification Charts

Survey Participants

Alabama

Russell Berry, Chief Consultant, Social Studies

Ledford Boone, Coordinator, Planning and Evaluation

Alaska

Paul Hilburn, Section Chief, Secondary Education

Mary Lou Madden, Research Analyst in Planning and Research

Arizona

Mary Jo Livix, Deputy Associate Superintendent

Bill Raymond, Director, Planning and Evaluation

Arkansas

David Price, Social Studies Specialist

Sherman Peterson, Associate Director, Planning and Evaluation

California

Ruth French, Consultant in Education

Alex Law, Chief, Office of Evaluation and Research

Colorado

Calvin Anderson, Director, Supporting Services

Jim Hennes, Consultant in Planning and Evaluation

Connecticut

Arthur Soderlind, Social Studies Consultant

George Kinkade, Chief, Bureau of Evaluation

Delaware

Donald Knouse, Supervisor of Social Studies

Wilmer Wise, Director, Planning, Research, and Evaluation

Florida

Patricia F. Spears, Social Studies Consultant

Crane Walker, Director, Educational Accountability

Georgia

Gwen Hutcheson, Social Science Service Consultant

Lester Solomon, Coordinator of Program Development

Hawaii

Elaine Takenaka, Social Studies Specialist

Paul Gima, Task Specialist Evaluator

Idaho

Sara Fowler, Consultant for Compensatory Education

Wayne Phillips, Program Administrator, Planning and Evaluation

Indiana

John Harrold, Social Studies Consultant

Ivan Wagner, Director, State Planning and Evaluation

Iowa

Richard Gage, Consultant for Social Studies

Max Morrison, Director of Planning, Evaluation, and Research

Kansas

Richard Leighty, Social Studies Specialist

John Hunter, Director, Planning, Research, and Evaluation

Kentucky

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Donald Van Fleet, Director, Division of Evaluation

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Maine

Joseph Peccraro, Educational Planner

Horace P. Maxcy, Jr., Assistant to Commissioner of Education

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Frank McIntyre, State Coordinator for Accountability

Massachusetts

Thomas Donahue, Senior Supervisor in Education

James Baker, Director, Division of Research, Planning and Evaluation

Michigan

Robert Trezise, Social Studies Specialist

David Donovan, Director, Research, Evaluation, and Assessment Services

Minnesota

Roger K. Wangen, Social Studies Consultant

John Adams, Director, State Educational Assessment Program

Mississippi

Rebecca Taylcr, Elementary Social Studies Consultant

Jerry Hutcheson, Coordinator, Office of Planning and Evaluation

Missouri

Richard King, Coordinator of Curriculum

John Allan, Chairman, State Assessment Project

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Edward Eschler, Assistant Director for Basic Skills

Robert Lehman, Director, Research, Planning, Development, and Evaluation Unit

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Joseph Mara, State Consultant to Planning, Research, and Evaluation Division

Thomas Walsh, Consultant to Planning, Research, and Evaluation Division

Nevada

Jim Bean, Social Studies Consultant

James Kiley, Associate Superintendent, Planning and Evaluation

New Hampshire

Carter Hart, Consultant for Social Studies Education

H. Stuart Pickard, Director, Research and Development

New Jersey

James Van Zoeren, Coordinator for Middle Schools

Gordon Ascher, Deputy Assistant Commissioner, Division of Research, Planning, and Evaluation

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Joe Thompson, Director, Social Studies Division

Robert Stewart, Assistant to Director of Statewide Evaluation, Assessment, and Testing Unit

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Donald Bragaw, Chief, Bureau of Social Studies Education

Gerald Freeborn, Assistant Commissioner for Long-Range Planning

North Carolina

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Robert Evans, Director of Evaluation

North Dakota

Lynn Davidson, Director of Curriculum Development

Lowell Jensen, Director, Division of Planning and Development

Ohio

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John Adams, Chief of Planning, Division of Planning and Evaluation

Oklahoma

Charles Stone, Specialist for Social Studies

James Casey, Coordinator, Planning, Evaluation, and Research

Oregon

Al Grubb, Acting Director of Social Relations Section

R. B. Clemmer, Coordinator, Planning and Evaluation

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Nelson Ashline, Associate Commissioner of Education

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Vermont

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Clyde Haddock, Assistant Supervisor

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George Whitney, Supervisor of Social Studies

Alfred Rasp, Director, Program Evaluation

West Virginia

Jack Newhouse, Program Specialist for Social Studies

Douglas Machesney, Assistant Superintendent, Planning and Evaluati

Wisconsin

Russell Moseley, Social Studies Specialist

James Gold, Assessment Coordinator, Department of Research, Evalua tion, and Assessment

Wyoming

Joey Windham, Coordinator for Social Studies

Mary Sandifer, Director, Planning, Evaluation, Research Unit

Survey Questionnaire 1: Social Studies Personnel

I. How is the accountability movement affecting social studies in your state?

- If not affecting social studies, why not? (just reading, math?)

  A. What is the role of the State Department of Education in accountability? (from responsibility for statewide accountability programs to nominal support for a variety of school improvements)

  B. Who in your state is pushing for increased accountability?

    1) What form are these pressures taking?

    2) How is the state department of education responding?

  C. How are goals set in social studies education in your state?

    1) Who is involved in goal setting?

    2) How does goal setting process work?

    3) Is there a published statement of goals?

    4) Are goals binding on local districts?

    5) How are state goals tied to local goals?

    6) Is there a distinction made between goals and objectives?

      a. Does the state spell out objectives? (goals--vague, general, public involved; objectives--demonstrate level of a particular skill, set by educators)

    7) Does your state provide curriculum materials to meet these goals?

    8) Are they mandatory?

  D. Is there a state assessment program?

    1) What kind is it? (standardized test, etc.)

    2) What use is made of the results?

      a. Are they distributed? If so, how?

      b. Do results affect: funds allocation? public pressure? resource allocation?

  E. What do you see yourself accountable for as the state representative in social studies?

II. Future

  A. What do you see for the future in your state social studies accountability?

  B. Do you see the state's direction in accountability as providing opportunity or getting results?

  C. Is the move toward a statewide plan or emphasis on local responsibility and development? (State effort could be supplying resources, personnel, workshops.)

D. How does the state plan to accomplish its goals in assessment and accountability?

III. Any publications current or planned?

IV. Who is state person in charge of evaluation/accountability programs?

V. Anything of interest we haven't covered?

Survey Questionnaire 2: Evaluation Personnel

I. Can you give me an overall picture of the accountability movement in your state?

   A. What is the role of the state department of education in the accountability movement? (along a continuum of having major responsibility for development and implementation to playing a minimal, supportive role)

   B. How has it been decided what the state department's role shall be? (e.g., legislature has mandated, in Constitution, state superintendent has taken initiative, etc.)

   C. Who in the state is pushing for increased accountability? (e.g., legislature, citizens groups, teachers association, etc.)

      1) What form are these pressures taking?

      2) How is the state department of education responding?

II. Within the state department, what is your role as the evaluation specialist in relation to accountability?

   A. Have evaluation specialists taken the main leadership in designing and implementing the program? If not, who has?

   B. What is your relationship to the curriculum people (generalists or specialists) in the state department regarding accountability?

III. What impact is accountability having on the *social studies* program in your state?

   A. If social studies is not yet involved, why not? (reaction of social studies people in the state? lack of instrument(s)? unclear goals?)

   B. Since most accountability relates to goals, can you tell me anything about how the goals are set in social studies education in your state?

      1) Who is involved? (citizens, teachers, students, department of education persons, etc.)

      2) How does the process work?

      3) Is goal setting based on any kind of needs assessment?

      4) Is there a published statement of goals?

         a. What is the title?

      5) Are state goals binding on local districts?

      6) If not, how are state goals tied to local goals?

      7) Does the state spell out specific objectives in relation to these goals?

   C. Does the state provide curriculum materials such as textbooks and curriculum guides to meet these goals in social studies education?

1) Are they mandatory? In other words, to what extent does the state prescribe how schools shall go about meeting these goals?

D. Is there a state assessment program in social studies?

1) If there is no state assessment in social studies, why not?

2) If there is no *state* assessment in social studies, are there *local* assessment programs?

3) If so, what kind is it? (National Assessment or modification? developed own instrument(s)?)

4) Who is responsible for selecting and/or designing the state assessment instrument(s)?

5) If there is a state assessment program, what use is made of the results? (e.g., for state and local decision making?)

a. To whom are the results distributed? (state superintendent, legislature, the public?)

b. How are they distributed? (through newspaper, confidential report, special publication, to districts?)

c. Do results affect: funds allocation (to help or punish)? public pressure? resource allocation?

IV. Future

A. What do you see for the future in your state regarding *accountability*?

1. Is the move toward a statewide plan or toward emphasis on local responsibility and development? (State effort could be supplying resources, personnel, workshops.)

B. What do you see for the future in your state regarding *social studies* accountability?

V. Do you have any pointers or helpful information to share with others who are just beginning an accountability program?

VI. Does your state have any publications, current or planned, that describe your accountability or assessment program, goals or objectives, or program design? If so, we would like to have them, not only for use in this study but to put into the ERIC system.

Accountability Conference Participants

December 1973 Boulder, Colorado

Christine Ahrens - Editor, ERIC Clearinghouse for Social Studies/Social Science Education

Joanne Binkley - Assistant Director, ERIC Clearinghouse for Social Studies/Social Science Education

Paul Bradley - Associate Professor, Division of Foundations and Research Methods, School of Education, University of Colorado

Katherine DePew - Consultant, District Planning and Accountability Services, Office of Field Services, Colorado Department of Education

Robert Fox - Director, ERIC Clearinghouse for Social Studies/Social Science Education

Karen Friedman - Writer, ERIC Clearinghouse for Social Studies/Social Science Education

Richard Hardebeck - Acting Director, Evaluation, Texas Education Agency

Michael Hartoonian - Social Studies Specialist, Wisconsin State Department of Public Instruction

Irving Morrissett - Associate Director, ERIC Clearinghouse for Social Studies/Social Science Education

Arthur Olson - Director, Project Operations Board, Cooperative Accountability Project, Denver, Colorado

Patricia Spears - Social Studies Consultant, Florida Department of Education

Robert Trezise - Social Studies Specialist, Michigan State Department of Education

Ivan Wagner - Director for State Planning and Evaluation, Indiana State Department of Education

Frank Womer - Staff Director, National Assessment of Educational Progress: A Project of the Education Commission of the States, Ann Arbor, Michigan

CHART 1 Involvement of State Department of Education in Accountability Activities

Accountability Activity	1 No Activity	2 Activity Being Planned	3 Activity Being Planned and Related to Other Activities	4 Activity Implemented	5 Activity Implemented and Related to Other Activities
Determining DESIRED OUTCOMES					
Specifying EDUCATIONAL OBJECTIVES					
Measuring STATUS OF LEARNERS					
Designing EDUCATIONAL PROGRAM					

CHART 2 Involvement of State Department of Education in Accountability Activities in Social Studies

Accountability Activity	1 No Activity	2 Activity Being Planned	3 Activity Being Planned and Related to Other Components	4 Activity Implemented	5 Activity Implemented and Related to Other Components
Determining DESIRED OUTCOMES					
Specifying EDUCATIONAL OBJECTIVES					
Measuring STATUS OF LEARNERS					
Designing EDUCATIONAL PROGRAM					

X State is marked according to the degree of participation the accountability activity listed.

* Insufficient information; cannot record state-level activity.

☒ State is active in developing process to be used by locals rather than implementing state-level component.

CHART 3 State and Local Participation in Accountability Activities at the State and Local Levels

DETERMINING DESIRED OUTCOMES				
State	State sets state goals	State and locals set state goals	State helps locals with local goals	Locals set local goals

SPECIFYING EDUCATIONAL OBJECTIVES				
State	State sets state objectives	State and locals set statewide objectives	State helps locals with local objectives	Locals set local objectives

MEASURING STATUS OF LEARNERS				
State	State directs statewide measurement	State and locals direct statewide measurement	State helps locals with local measurement	Locals direct local measurement

DESIGNING EDUCATIONAL PROGRAM				
State	State designs state program	State and locals design state program	State helps locals design local program	Locals design local program

* Insufficient information; cannot record state and/or local activity.

APPENDIX B

Informal Reports from State Department Personnel Concerning Accountability and the Social Studies:

Michigan: Robert L. Trezise
Wisconsin: H. Michael Hartoonian

ACCOUNTABILITY IN SOCIAL STUDIES IN MICHIGAN

by

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The word *accountability* is, it seems to me, almost a meaningless term unless one takes the time to define it specifically. To some people, accountability is synonymous with state assessment programs, while to others it seems simply to be a code word for blaming teachers for whatever their students do not achieve.

In Michigan we have defined the word *accountability* in terms of an Accountability Process Model: each word in that phrase is significant. The word *Process* suggests that accountability is a dynamic, action-centered concept--a management technique, if you will. Thus, accountability in Michigan is more verb than noun. Also, the word *Model* is important in the phrase because we in the Michigan Department of Education believe that the Accountability Process, as we have defined it, can and should function as a model for educators throughout the state, at whatever level or in whatever program they happen to be working. We in the Department attempt to apply the Accountability Process to virtually everything we do, and we think the Process can be applied as well by people at the local district level, or by staffs in particular school buildings, or even by an individual teacher who wishes to pursue a program of accountability on his or her own. In other words, the Michigan Accountability Model, we think, has very wide applicability--as a good model should.

The Accountability Model developed in Michigan is a six-step process. The first step is identifying goals--the long-range purposes of program. What, over an extended period, would you like programs to achieve for students? The second step is translating the goals into specific student performance objectives: unless broad goal statements are further defined in terms of specific objectives, they tend to gather dust on the shelves and have little impact on the day-by-day procedures in the classrooms. The third step is conducting needs assessments to find out where the students are at present in terms of the objectives that have been developed; have the students reached the objectives, or do they have a long way to go before they achieve them? The fourth step is developing, identifying, or analyzing delivery systems and/or instructional programs that will help students reach the objectives. At this step, the more programs identified the better; i.e. the more means teachers have for helping students reach defined objectives, the more likely it is that students will reach the objectives. The fifth step is evaluating the program to find out the extent to which it was successful in helping students achieve the objectives. And the sixth step is reviewing all the preceding steps and making the changes and revisions that may be necessary.

It would be difficult, it seems to me, to argue against this kind of six-step process in planning educational programs because the process has a certain irrefutable logic that can be applied to all educational endeavor. Also, placing the idea of accountability in this process-model mode gets away from making accountability simply a way of "placing the blame on teachers" when their students do not do well. If students are not achieving up to expectations, one needs to examine the total delivery system. The teacher is only one part of that system. One must consider, too, other factors, such as the materials, the instructional strategies in use, the role of building principals and the administration generally, the availability of inservice opportunities, the school board's priorities, and the support that the community is willing to give the schools. Holding only teachers accountable is, of course, absurd--at least in terms of Michigan's Accountability Process Model.

In brief, when we talk about accountability in Michigan, we are talking about this six-step model, and everything we do in the Department, we hope, serves as a demonstration (as a model) of how the steps can be implemented.

In terms of this idea, we have been attempting over the past several years to relate the six-step process to each of the subject areas, including social studies. In social studies, as in all the other curriculum areas, we have worked out broad goal statements that may apply to social studies programs at the elementary and secondary levels. These goals indicate in a broad way what students should be able to do and what they should know by the time they finish social studies programs at the early-elementary, the later-elementary, and the junior-high school levels. These goals, of course, evolved on the basis of input from many, many people throughout the state. After developing the goals, we defined them--or, in a sense, translated them--into specific performance objectives. For each goal, one to five specific objectives were developed. At the elementary level, 18 social studies goals were defined; at the secondary, 49 goals. The topics of the elementary goals are as follows:

1. Formulating and Justifying Concepts
2. Making and Testing Generalizations
3. Gathering Information from a Variety of Sources
4. Taking Part in Group Discussions
5. Taking Part in Group Activities
6. Problem Solving
7. Feelings, Attitudes, and Values
8. Services Available to Persons
9. The World of Work
10. The Transmittance of Cultural Traits from Person to Person
11. Adapting Biological Inheritances to the Environment
12. Comparative Cultures
13. The Concept of Change
14. Concepts in History
15. The Nature of Rules and Laws
16. Economic Choices
17. Man's Use and Misuse of the Environment
18. Map and Globe Reading Skills

The topics of the secondary goals are:

1. Exploring One's Own Values
2. Exploring the Values of Others
3. Exploring the Attitudes of Others
4. Exploring One's Own Attitudes
5. Exploring the Feelings of Others
6. Exploring One's Own Feelings
7. Rights and Responsibilities
8. Mature Behavior
9. Group Discussions
10. Group Activities
11. Making and Testing Generalizations
12. Formulating and Justifying Concepts
13. Cause and Effect
14. Making Predictions
15. Making Inferences
16. Formulating and Testing Hypotheses
17. The Nature of the Social Sciences
18. Analyzing Written Selections
19. Gathering Data
20. Comparing Data
21. Identifying the Relevance of Data

22. Problem Identification and Solving Problems
23. Field and Library Research
24. Reading and Interpreting Maps, Globes, Charts and Graphs
25. Relationship Between School Activities and the World Outside of School
26. Occupational Clusters
27. Making Career Choices
28. Respect for Various Occupational Areas
29. Job Interviews
30. Geographic Influences on People
31. Governmental and Political Systems
32. Constitutional Bases and Functions of Governments
33. Constitutional, Statutory, and Other Areas of Law
34. Power
35. Economic Systems
36. Consumer Affairs
37. Insurance Policies, Credit Card Agreements, and Loan Agreements
38. Urban Problems
39. Environmental Problems
40. Historiography
41. Arts and Humanities
42. The Concept of Change
43. Technological Change
44. Conflict
45. War and Peace
46. Comparative Cultures
47. Contributions of Various Racial and Ethnic Groups to Society
48. Prejudice and Discriminatory Practices
49. Leisure Time

We are now at work on the third step of the process--developing needs assessment items that can be used to determine student needs in the social studies, at least as they exist in terms of the objectives. Eventually if school districts (or the state or an individual teacher) wish to know where students are in social studies skills and competencies, they will have a pool of assessment items available to them that can help answer this question.

That is a very brief overview of what we have been doing in the Department of Education in terms of accountability, especially as it relates to the social studies. In the rest of the paper I will attempt to relate some things we have learned in working out this kind of program.

First, defining social studies programs in terms of student performance objectives is, I believe, a very worthwhile endeavor. Social studies tends to be an ill-defined area of study, and students (and even teachers) often do not have a clear idea of what a program should be accomplishing. Defining the broad goals of programs and then translating these goals into the spare, precise language of performance objectives tends to drive the fuzziness out; it forces one into the basic and sometimes very difficult task of saying exactly what it is we are trying to do with youngsters through social studies instruction. There is no escape into vagaries when one is writing a performance objective.

Personally speaking, at first I doubted that social studies programs could or should be defined in terms of performance objectives. Like a lot of other people, I tended to feel that by doing this you would kill the heart of the matter. But having been at the task of developing objectives for several years now, I am convinced that there is no better way to sharpen one's thinking in social studies than to work out programs in performance-objective terms.

Another point I would make is that student performance objectives worked out at the state level should be seen mainly as a model for objectives being developed at the local level. Everyone, I think, should engage in the task of working out performance objectives. Simply to take someone else's objectives *in toto* is much less valuable than writing them yourself. But developing objectives is a very difficult and time-consuming task, especially in the social studies, and it is well to have some basic objectives to act as a framework, a basis, a model. This, it seems to me, is a legitimate use of social studies objectives developed at the state level; state-level objectives can and should serve as a guide to educators developing objectives for their own programs or classes in terms of local needs.

If state objectives are to have any credibility, they must represent the thinking of a lot of people in the state--teachers, curriculum coordinators, social studies specialists, representatives of the state social studies councils, and so on; these people should represent all parts of the state and all sizes of school districts. Objectives developed at the state level, if they are to be used as a model throughout the state, must represent the thinking of scores--and perhaps hundreds--of people throughout the state. Perhaps it would be well to involve very large numbers of people in getting the initial ideas, the raw material, for the goals and then rely on smaller, more specialized groups of social studies people for the job of translating the goals into specific objectives. Maybe smaller groups yet would be necessary for the actual writing of the objectives; then undoubtedly large groups would again be needed to review the final stages of the drafts. Whatever the process, objectives must represent the efforts of many people if they are to serve effectively as a state set of model objectives.

I think, too, that social studies objectives developed at the state level should be seen as minimal--the basics. If a department of education attempts to define so-called maximal objectives for a total social studies program, it will put a ceiling of sorts on local programs and thereby create many difficulties. In Michigan all objectives, including the social studies objectives, are referred to as "minimal student objectives"; rather than representing total program objectives, they represent some of the skills and competencies students perhaps should attain by the end of the third, sixth, and ninth grades. Local districts are thus encouraged to go beyond the state objectives, define them on a grade-by-grade basis, and develop them in specific content areas. The state objectives should be seen as the foundation--not the wall, not the roof, not the trimmings, not the interior design.

And now a point I think is absolutely crucial in developing state objectives in the social studies. In Michigan the social studies objectives relate to basic social studies *skills* and basic social studies *concepts*. They do not suggest what content per se should be taught. It is up to the local districts to supply the content--to put the meat on the bones. For example, consider the goal "making generalizations," the 11th goal at the secondary level. Our objectives suggest that by the end of the ninth grade, students should be able to make generalizations on the basis of data. (The objective reads, "Given a group or groups of data, the student will identify appropriate generalizations on the basis of those data, as measured by minimum criteria on an objective-referenced test.") That is the skill we hope students will attain. But it is up to the local district or the individual teacher to decide what content or what subject matter he or she will use to teach to this objective. We do not specify the content nor the means of teaching students to generalize.

To take another example, the 34th secondary goal refers to the concept of power. By the end of the ninth grade, students should have some idea of what the concept of power is all about. (One of the objectives in this goal area reads, "Given a description of a social unit or organization, or given a description of various societies, institutions, or nations, either past or present, mythical or real, the student will identify the persons of power and/or the power structure within that unit . . .") But again, the specific content for teaching to this objective is up to the local districts. One teacher may teach to this objective through a study of ancient Rome, another (if he's brave enough) through a study of current local affairs.

The idea of including skills and concepts rather than content per se in the objectives makes the Michigan objectives somewhat "content free"--or at least "content fair." This approach is, I think, advisable for a number of reasons. First, it preserves local autonomy in that local districts and individual teachers remain free to decide for themselves what specific content they will use with their students. If one school wants to teach South America in the seventh grade, so be it; if another wants to teach U.S. history, fine. But both can use their particular content to teach to the objective of getting students to make generalizations and to understand some principles of power.

Second, if state-level developers attempt to get into specific content objectives, the problem of reaching agreement about what information should be included at particular grade levels becomes almost impossible. Saying that all students everywhere in the state should study South America in the eighth grade would be difficult to defend.

Third, sticking with concepts and skills avoids getting into potentially controversial specific areas. It is difficult for anyone to argue against the objective of getting students to trace cause and effect relationships or to detect bias in what they read.

These are some reasons, then, for focusing on skills and concepts in state objectives. This is a particularly strong point in a day and age when many schools are moving towards the mini-course concept. If objectives are defined in terms of skills and concepts, an infinite number of mini-courses can teach to those objectives. The skill of formulating concepts can, for example, be attained in a course on the Roaring "20s and the Dirty '30s just as well as in a course on the Life and Times of Colonial Fathers.

We have also learned that it is important to try to write a measurement device as the objective itself is being developed. If you can't write an assessment item for it, it is not a good objective. In Michigan we have developed an example assessment item for every social studies objective.

Let's take an example. The 40th secondary goal area refers to historiography--that is, by the end of the 9th grade, students should have some grasp of basic principles of the study of history. One of the objectives that deal with this idea is: "Given a number of accounts of a particular historical event, either mythical or real, the student will be able to choose which account suggests various biases and viewpoints that may be held by the authors of those accounts." An assessment approach to this objective might be to present the students with three accounts of a particular battle. The student would then be asked to indicate which account seems to favor one side, which account seems to favor the other, which account seems to be the most objective, which account seems to have been written by someone soon after the event occurred, and so on. Presumably, the students who had a teacher who taught to this objective over a period of time would do better on an item like this than students who had never been asked to consider principles of historiography.

Assessment approaches need not be of just the paper-and-pencil test variety. Indeed, they should *not* be only of this vintage. Objectives may also be assessed through actual classroom projects and activities and through teacher observation techniques. I think non-paper-and-pencil test approaches are especially appropriate to the social studies.

My feeling is that social studies should be considered as affective as it is cognitive. Among the topics listed previously, many are in the affective domain. In fact, the first six secondary topics deal directly with attitudes, values, and feelings related to both self and others. For example, an objective that relates to the second topic (the values of others) reads, "Given a description of a group of people, either mythical or real, the student will identify the values probably held by those people." An assessment item that relates to this objective presents a brief description of a Sparta-like society; the student is asked to indicate from a list those values that seem exemplified by those people.

The objectives that deal with the attitudes, values, and feelings related to self are strictly in the self-examination and clarification mold. Hence, one objective in this area states that a student will identify from among a group of values those in which he/she believes. A teacher may assess this objective in the classroom by simply observing whether a student is willing to take part in a values clarification discussion. If a paper-and-pencil test item had to be used, a student could be asked to choose from a list of values those she/he believes to be personally important. The point is that students make a choice, not that they choose one value or the other. Obviously, in regard to items that assess values objectives, there can be no "correct" answer, at least when a student is asked to indicate his own values.

One problem with state objectives that stress skills and concepts is that social studies teachers, as a whole, tend to be content oriented, rather than skill or concept oriented. State objectives that reflect this social studies instructional mode do, therefore, tend to reflect what *might* (or *should be*) in social studies programs rather than what *is*. For years, advocates of the "new social studies" have been attempting to interest teachers in doing more than purvey content with, alas, too little success. Because the state objectives tend not to reflect the *status quo* in social studies instruction, they are sometimes viewed skeptically by teachers.

However, as more and more commercial social studies materials move toward inquiry approaches, skills, and concepts, and as this approach is increasingly stressed in teacher training programs, perhaps changes in social studies instruction will occur and more people will accept objectives that are in the "new social studies" school of thought. Nevertheless, if social studies objectives at the state level focus mainly on skills and concepts, as I believe they must, then they will not be received with equal approval by everybody. But if objectives are not state mandated, then districts that want to develop social studies objectives that relate exclusively to content may do so. The important thing, after all, is that teachers themselves define social studies objectives.

What about state assessment? In Michigan we do have a state assessment program, and at present every fourth and seventh grader in the state is tested each fall in the areas of mathematics and reading. Plans are to expand state assessment into other grades (probably the tenth and twelfth) and into other areas, including the social studies.

Since the assessment program in Michigan is criterion-referenced (every item on the test relates directly to a state minimal objective), when the assessment program begins to include social studies, the state objectives will be the basis for the items on the test. In other words, teachers throughout the state will know exactly what social studies objectives will be covered on the test. As the state assessment program expands into subject areas other than reading and mathematics, however, these added areas will probably be tested on a sampling, rather than an every-student basis.

Although state assessment of social studies objectives is undoubtedly more difficult than reading and mathematics objectives, I feel that it is important to include these other areas, if for no other reason than to demonstrate that social studies should be considered a basic and essential part of the school curriculum. Not to include a particular area in a state assessment program tacitly suggests that the area is not really important. In addition, if a state assessment battery in the social studies were to test to skill and concept objectives, this would have a tremendous impact on social studies instruction in the state. Perhaps such testing would at last tend to move instruction away from a purveying of facts and information and in the direction of teaching to broader concepts and basic skills. When the state assessment program includes social studies objectives, however, the objectives will continue to be seen as minimal. Local districts will continue to develop objectives beyond the state's minimal ones.

As previously mentioned, many people need to be involved in developing state objectives. After the objectives have been developed, a great deal of effort needs to be expended in explaining and discussing the use of the objectives with citizens of the state. In Michigan we spend much time in both regional and local district workshops discussing how the objectives were developed, how they can be implemented in school programs, what instructional programs can be used to teach to the objectives, how they fit into the state's idea of accountability, and so on.

One practical problem is getting the objectives distributed to everyone who wants them. Printing and mailing is very expensive; we have often run out of copies and unfortunately not always had sufficient funds to print more. If a state plans to use an accountability model that involves preparing state objectives, it should prepare for the costs involved.

It will be noted that I refer to "teaching to" the objectives. If objectives are good and legitimate ones, they should be "taught to"; that is their reason for being. There is a difference, however, between "teaching to" an objective, which is legitimate, and "teaching to" an assessment item that measures attainment of that objective; the latter is not legitimate. Unfortunately the two are often confused. When teachers are scandalized by the idea of "teaching to" an objective, they usually are thinking of "teaching to" a test item.

A few final thoughts. First, meeting with people and talking with them about accountability and objectives is preferable to issuing publications, especially if the discussions allow for questions and answers and an exchange of ideas. Second, although objectives, because of their language, may appear formidable to teachers, they begin to be more acceptable when teachers are given examples of how they can actually work in the classroom. Third, it is also important for teachers to understand that one objective may be approached in many different ways, depending on the students' learning styles and the teachers' teaching styles.

Finally, state assessment results should be seen simply as data that the teacher can put to use in helping to ascertain student needs. No state assessment program can or should attempt to be an assessment of the whole program, any more than state objectives should be seen as the only objectives that should be used. Just as it is important for districts and teachers to develop their own objectives, it is equally important for them to develop their own assessment programs. State assessment can provide significant state-wide data that teachers will find useful in considering the needs of their own students. But teachers will surely want to conduct their own assessments of student needs using techniques appropriate to the classroom but not to state assessment batteries, which must by necessity be somewhat limited to paper-and-pencil approaches.

These, then, are some thoughts on accountability as they apply to the social studies in Michigan. If the reader would be interested in seeing the full set of the Michigan objectives, they may be obtained by writing to the Department of Education. I would also refer readers to an article on developing social studies objectives in Michigan in the January 1974 issue of *Social Education*.

STATE ASSESSMENT AND THE SOCIAL STUDIES:

. . . WHERE ANGELS FEAR TO TREAD

by

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In 1971, the Wisconsin State Legislature enacted a law compelling the Department of Public Instruction to "develop an educational assessment program to measure objectively the adequacy and efficiency of educational programs offered by public schools in the state. The programs shall include . . . methods by which pupil achievement in fundamental course areas . . . will be objectively measured each year."[1]

One must ask in light of this and similar laws enacted across the country--why assessment? What do the various publics (including parents, legislators, departments of education, school boards, teachers) want to know? How can this information best be collected and disseminated? In answering these questions, one comes at once into contact with the concept of "cost of education"; leaders at the local and state levels are asking, "What am I getting for my educational dollar?" This question is now being posed by many people who feel that schools--as institutions which receive a significant piece of the local and state tax dollar--ought to be able to demonstrate their effectiveness.

Effectiveness has different meanings for different people. To the parent, it may mean the closeness of the personal relationships between a child and one teacher. Effectiveness to the teacher may mean the number of students or class load with which he or she must deal. To the local school board or administrator, it may mean a better knowledge of "our" school in relationship to "others." To the state department of education, effectiveness may mean better decision-making opportunities for program improvement in public schools. Effectiveness to the state legislature may mean the data to answer constituents' questions about reading achievement "back home." These and thousands of other perceptions of effectiveness are part of the assessment movement's "reason for being."

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[1] Laws of Wisconsin, Chapter 125, Section 115.28 (1), 1971.

All of these different concerns call attention to the need for many ways to collect and disseminate information to citizens. Perhaps the best way to meet the concern of the parent is for the board of education, administrators, and teachers to better communicate with all parents about the integrity of the school program. It may be that assessment and accountability efforts are a manifestation of parents' loss of political and moral efficacy in their schools.

The point is that there are many different questions, concerns, and perceptions relating to what we want to know about schools and schooling. Therefore, the assessment question is not one question, but many. It is important to understand today's pervasive models of assessment, particularly the narrowness or limitations of such models. These models are, for the most part, responsive to only a few questions, and they assess within a particular conceptual framework.

At one conceptual level, the model most often employed in assessment efforts is the input-output analog of the factory. The assumption is that a direct relationship exists between pupil achievement and specific instructional efforts by the schools. The assumption is simple and pervasive. Assessment programs should identify, via knowledge and skill tests, those schools with high and low pupil achievement. Then, by contrasting the characteristics of these schools, the teaching and curriculum factors responsible for these significant variations can be determined. Given this information, educators can proceed to modify less effective schools.

Despite their logical appeal, these assumptions and arguments ignore a rich field of scholarship which supports a contrary conclusion. Stephens, in a review of educational research, discovered a constancy of school achievement regardless of instructional, curricular, or administrative variables.[2] His compilation of studies indicates that variables such as independent study or regular classroom attendance, program instruction or "regular" instruction, lecture or discussion, and heterogeneous or homogeneous grouping, produce no significant difference in student achievement.

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[2] Stephens, J. M. *The Process of Schooling: A Psychological Examination*. New York: Holt, Rinehart and Winston, Inc., 1967.

This constancy of achievement results from what Stephens called the "spontaneous tendencies of human beings" and the "culture of the school."

The term *culture of the school* refers to general environmental features, including the thought and actions of students. This "hidden curriculum" ordinarily teaches children as much or more than the intended curriculum of various subject matters. Philip Jackson found that through the use of praise and power in the classroom children are taught to be passive and acquiescent.[3]

Similarly, the culture of the classroom does much to determine children's perception of learning and their investigation of problems.[4] Two students, for example, may "know" the same fact or draw the same conclusion. However, if the first student was given the knowledge by a teacher and the second arrived at his knowledge independently, the difference in cultural contexts is obvious. The first student, who repeatedly receives his knowledge from an authority figure, is taught dependence on authority. Through repeated experiences in testing assumptions, the second student develops responsibility and initiative in dealing with ideas.[5]

At a second conceptual level, the model most often employed in assessment efforts is a derivative of the cost-benefit model used in market theory. This model suggests that a measurable relationship exists between the cost of education and the benefits gained by both the individual and society. We have some idea of one side of the equation--cost; now we must find out what lurks on the other side--benefits. It seems never to have occurred to ask whether or not the "processes" and "products" of education are measurable, or if this model, which functions as a decision-making facilitator, makes any sense at the level of abstraction which deals with value or worth.

The position taken here is that these two notions, or conceptual schemes, can, indeed, provide some information about schools that may answer some of the previously stated questions. But we ought to be aware that this will be a limited set of questions.* Beyond this point, it should also be noted that perhaps even more important questions will not be considered--questions dealing with the rights of students involved in the assessment effort, the intellectual climate of the school, the integrity of the subject matter (are students involved in the craft of social studies?), the involvement of community people, and so on.

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[3] Jackson, P. W. *Life in the Classrooms*. New York: Holt, Rinehart and Winston, Inc., 1968.

[4] Henry, Jules. *Culture Against Man*. New York: Random House, 1963.

[5] Wehlage, Gary, Thomas Popkewitz, and Michael Hartoonian. "Social Inquiry, Schools, and State Assessment." *Social Education* (December 1973) pp. 766-770.

In Wisconsin we tried to argue that the above questions are critical if assessment efforts are to truly provide the information for program improvement. But, like so many other things that "must be done," action was started despite the limitations of time, resources, and research in the area of assessment. This "squeeze" between the fact of the law and the above-stated limitations should suggest a moral dilemma for all educational leaders. Simply stated, the dilemma is: we should be clear about the pervasive, and perhaps unconscious, confusion between what works and what is intellectually and morally right in any assessment attempt. The failure of many educators to deal with these issues before the fact of the law make manifest a reluctance to consider the moral and political nature of their actions.

Assessment in Action

Given the contextual limitations above, the social studies assessment effort in Wisconsin started with three basic purposes: (1) to identify a selected group of objectives for social studies education; (2) to determine the degree to which students in Wisconsin are achieving these objectives; and (3) to provide information for decision making relative to program improvement.

Before relating the sequence of the assessment process in Wisconsin, it may be important to say something about the relationship between the

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*It may well be that a more useful picture of assessment will have to include models and/or conceptual frameworks from several discipline areas. For example, a model from literary criticism can assess the classroom as "drama," complete with roles and plot. The integrity of the student's role could be assessed together with overall quality of the "play." Perhaps, an architectural model/structure can be employed also. Does the curricular and instructional pattern "look right" from a form and function point of view? These and many other conceptual viewpoints and questions will need to be considered before assessment truly comes of age.

Wisconsin Social Studies Curriculum Study Committee and the local school systems of the state. In the early 1960s the Department of Public Instruction established this Social Studies Committee to promote excellence in social studies education. The Social Studies Committee suggested a conceptual curriculum which has some emphasis on inquiry and various levels of thinking. The same committee recommended attention to intellectual processes and values.[6]

Local districts have, for the most part, endorsed this approach to social studies. However, it should be pointed out that the state of Wisconsin has given power to local school systems to establish curriculum objectives. With each of 400-plus districts setting social studies objectives, it is safe to say that, while there is a great deal of similarity among the several local social studies programs, there is also a great deal of variance. These local differences are also attributable to the fact that Wisconsin has no textbook adoption policy. We feel this flexibility within a larger conceptual framework is very conducive to excellence in social studies education.

Having said this, it is also logical to assume that social studies programs in Wisconsin represent a balance between the new and the traditional. No test instrument could ever fully address the total social studies community. From the outset, people working with the state assessment effort were sensitive to this problem. This is why, as the assessment process developed, emphasis was placed on the above three purposes which, in turn, placed emphasis on the overarching factors of conceptual learning and intellectual processes. This is not to say that specific content items were ignored or negated; as a matter of fact, that would have been impossible. However, it does point up the need for assessment at the state level to address the more common concerns of the several local social studies programs.

In beginning work on assessment, the committee decided to relate its efforts to the *Goals for Education* report of the State Superintendent's Advisory Task Force on Educational Goals for Wisconsin's Elementary and Secondary Schools.[7] To facilitate this relationship and to delineate the objectives for the state assessment effort in the social studies, a state advisory committee was appointed by the state social studies specialist. This group of 21 people included some members from the state Social Studies Curriculum Study Committee and represented critical aspects and various groups within the social studies community. The main responsibility of this committee was to advise the Department of Public Instruction in making decisions on the directions of the total assessment process Besides this advisory function, the committee also helped in the development of specific items on the assessment instrument and had the final say on the finished product.

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[6] See *A Conceptual Framework for the Social Studies* and *Knowledge Processes and Values in the New Social Studies*. Madison, Wisconsin: Department of Public Instruction, n.d.

In studying the list of general educational goals, the committee decided to ask all schools in the state to submit a list of their social studies objectives. This was done to see if there were any relationship between the general goal statement and the social studies objectives set by the schools. The objectives from local schools were prioritized in terms of frequency.

This process led to two conclusions. First, there seemed to be a great deal of congruence between the general goal statements and the objectives submitted by the local schools. It was possible, for example, to place the list of state social studies objectives into categories that addressed the general goal statements. However, the committee felt that the schools' objectives were more specific than the goal statements, and it was decided to let the school social studies objectives determine the boundaries of the assessment effort. Second, it was decided to use only those objectives which showed up with some degree of frequency on the submitted lists. Using this method, 49 objectives were selected for the assessment process.[8] In the judgment of the committee these 49 objectives best reflected the scope and intensity of the assessment effort.

After the initial objective selection effort, the committee divided the objective list into three categories consistent with the Department of Public Instruction's instructional guide entitled *Knowledge, Processes and Values in the New Social Studies.*[9] This booklet provides social studies educators with guidelines for including the knowledge, cognitive processes and skills, and affective considerations necessary in any social studies program.

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[7] *Goals for Education.* Madison, Wisconsin: Department of Public Instruction, December 1972.

[8] *Social Studies Objectives.* Madison, Wisconsin: State Advisory Committee, Department of Public Instruction, 1974.

Subcommittees were then formed to prepare test items for objectives in each category: knowledge, processes/skills, and values. Obviously, there was a great deal of overlap in the items developed; nevertheless, this division did provide a focus that facilitated the total developmental effort, and these subcommittees were able to generate test items appropriate to the 49 objectives. The items from the three subcommittees were then field tested and synthesized into assessment instruments for the fourth and eighth grades.

The next step in the assessment process will be the administration of the test instrument in a random sample of schools throughout the state. Twenty students will be randomly selected from classes in each of the selected schools. The final state sample will consist of approximately 4000 fourth-grade students and approximately 6000 eighth-grade students. This entire sample will be given a battery of written items appropriate to their levels and involving the three components of knowledge, processes, and values. It is probable that, to reduce the time involvement of individual students, no single student will respond to all the items. This may be done since no effort will be made to establish scores for individuals.

On this point, it is important to realize that the overall purpose of the assessment is to provide information, not to make judgments about the responsibility of persons or conditions involved in teaching social studies. No school district, teacher, or student will be identified in the sample and, therefore, no one will be subject to criticism based on the assessment. Rather, persons making judgments about future changes in social studies programs will use the assessment data to evaluate what students at selected grade levels in the public schools know, how they think, and how they feel about social studies. In this way, the Wisconsin social studies assessment will provide an educational census which can assist educators in developing social studies education programs of the highest possible quality.

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[9] *Knowledge, Processes and Values in the New Social Studies.* Madison, Wisconsin: Bulletin #185, Wisconsin Department of Public Instruction, 1970.

The census data can be used in many different ways by the various publics concerned with social studies education. For example, at the state level, the legislature will benefit from the profiles of student achievement in social studies provided by the data; this information should be of value in making decisions about Wisconsin education.

The Department of Public Instruction will make use of the assessment data in providing improved services and leadership to local school districts, universities, and regional educational offices. The extent to which students are or are not achieving specified objectives will provide the Department of Public Instruction with data for recommending program development and modification.

The university system and private colleges of the state will have the data available for study and review of the teacher preparation processes at the several campuses. With such data these programs, as well as the many inservice and graduate programs run by the universities and colleges, can more intelligently meet the needs of teachers in the state and, in turn, the needs of the students.

At the regional level, the results of the study will be of direct interest to the Cooperative Educational Service Agencies (CESAs). It is through the CESAs that many districts organize and conduct inservice programs. The assessment will provide a basis for determining the need for and nature of these inservice programs. In addition, the study will be useful in pointing out the need for additional resources or consultative personnel within a region. In some regions, consortia of colleges and universities are emerging. Again, the results of the study will be of direct benefit to the members of these consortia as they plan their programs and pool their resources to meet educational needs more effectively and efficiently.

At the local level, the district and building personnel will have the results available to them as they make program decisions on curriculum and instruction. Although the data will not specifically relate to the district, local educators will still be able to conduct their own study of achievement among local students by using the objectives established for the assessment and comparing the results of their studies with the state results. In this way, the district is encouraged to develop and control its own systematic assessment program. The state assessment provides the model, the direction, and the basis for comparison, but the control for local assessment is left in the hands of the local board.

At the individual level, the statewide results will be of direct interest to parents and teachers, both in their concern for the well-being of their children and students and in their role as taxpayers.

Again it should be pointed out that although the information gathered on the assessment should provide information as delineated above, this kind of assessment procedure is in no way complete. The assessment will tell us certain things related to specific objectives, but it will in no way be inclusive. The model upon which it is built can only reveal so much about a social situation like the school.

It should be clear, then, from the above discussion, that the factory analog and the cost-benefit model discussed earlier constitute the conceptual framework for social studies assessment in Wisconsin. We are, however, questioning this framework while at the same time trying to meet the letter and spirit of the law. We realize that the information gathered by this initial effort will be incomplete. It may even place emphasis on the most insignificant data. For example, since we know that student achievement in school is basically a function of I.Q. and social-economic background, it may make a great deal more sense to focus assessment efforts on the "culture of the school," the integrity of the learning situation within the social studies classroom, or the integrity and honesty with which teachers and students approach the craft of social study.

Perhaps, the dilemma that social studies educators face today, particularly at the state level, is a manifestation of the relinquishing of ethical (educational) decisions to political (interest groups) expediencies. It should be clear from the above discussion that it is possible to establish a logical assessment program based upon a particular conceptual framework or prior question. The dilemma begins when prior questions and conceptual frameworks must be related to their ethical underpinnings. Until these prior questions are probed by a larger audience in the social studies community, assessment will remain simply a technique. We should always be aware that to err in questions of ethics always leads to a loss of privilege. It may well be that the fall from privilege is facilitated by technique devoid of ethical considerations.

APPENDIX C

Data Analysis Worksheets

STATE ACCOUNTABILITY ACTIVITIES AND PROGRAMS

State	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
Alabama	Alabama Statewide Needs Assessment Program	ESEA Title III funding	State developing needs assessment models for LEA use	English, mathematics, reading, vocational abilities assessment	Citizenship assessment	
Alaska	Alaska Educational Assessment and Model of Reasonable Expectation	Initiated by Office of Research and Planning	Has a process model, included in mandated PPBS for SDE	Mathematics, reading, and language skills to be assessed		
Arizona	Educational Needs Assessment Program for Arizona	ESEA Title III funding		Reading, writing, and mathematics assessment		
	SBE and local school districts to evaluate systematically pupil achievement based upon performance objectives in basic subjects by 1975	Legislation enacted 1972		Performance objectives to be developed in basic subject areas	SDE personnel and American history teachers to develop 11th grade performance objectives	
	SDE must develop cost accounting system to be used by local schools	Legislation enacted 1972				
Arkansas	Arkansas Needs Assessment Project	ESEA Title III funding		Mathematics, reading, language arts, natural science assessment	Social sciences assessment	
	PPBS development in SDE	Legislation enacted in 1973 requires all state agencies to develop a PPBS				
California	California Statewide Testing Program	Legislation enacted 1972		Mathematics, reading, writing assessment		
	Goal setting process designed and implemented by Joint Committee on Educational Goals and Evaluation	Committee formed by 1969 Assembly Concurrent Resolution	Process model serves as guideline to assist districts with local goal setting			
	PPBS under consideration	Legislation pending				
	Statewide assessment of social sciences under consideration	Legislation pending			Social sciences assessment	

State	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
Colorado	Educational Accountability Program	Legislation enacted 1971, Chap. 122, Article 41	Rules and regulations for administering the program include five sequential steps for locals to follow	Mathematics, reading, language skills assessment		
	Financial Policies and Procedure Act	Legislation enacted 1973, Chap. 123, Article 42	Provides handbook to be used by 1975 in all schools having more than 100 students			Repeals the 1971 Program, Planning, Budgeting, and Evaluating System Act (PPBES)
	Colorado Statewide Learner Needs Assessment Program	Partial ESEA Title III funding		English, health, mathematics, natural science, reading, and language skills	Social science assessment	
Connecticut	Connecticut Needs Assessment Program (CNAP)	Partially ESEA Title III funding		Reading and science assessment		
	Evaluation and Assessment Procedures for Public School Programs (under consideration)	If accepted, this plan will meet the requirement of Public Act No. 665, 1971				If this program is accepted, the CNAP will be included, and the comprehensive plan will be entitled Connecticut Educational Program Evaluation Project (CEPEP)
	Five additional laws were enacted in 1971 for program evaluation	Public Act (P.A.) 383; P.A. 382; P.A. 430; P.A. 326; P.A. 52		Vocational education (P.A. 383); federally-funded programs (P.A. 382); innovative education programs (P.A. 430); special education program (P.A. 326); disadvantaged-children education (P.A. 52)		
Delaware	Delaware Educational Accountability System (includes Delaware Educational Assessment Project [DEAP])	Developed by Planning, Research, and Evaluation Division in 1970	System based on Comprehensive Planning and Evaluation Model	Aptitude, language arts, reading, science, mathematics, knowledge of careers, attitudes toward school assessed (DEAP)	Social studies assessment being planned; citizenship assessed 1973	

State	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
Florida	Educational Accountability Act of 1971	House Bill No. 894		Implies all subject areas for assessment and goal statements	Social studies included along with all subject areas	
	Florida State Educational Assessment Program	Educational Accountability Act of 1971 mandated statewide assessment		Reading, writing, mathematics assessed	Social studies to be assessed 1975-76	
	Florida Education Finance Act of 1973 (an information, cost accounting, and cost reporting system)	House Bill No. 734				Cost accounting and reporting to be done by individual schools rather than districts
Georgia	Atlanta Assessment Project	ESEA Title III funding	Follows a model for assessment	English, reading, mathematics, natural science, health, and fine arts assessment are planned	Social studies and citizenship assessment are planned	
	Statewide Testing Program	Initiated by the governor and state legislature		Mathematics, reading, English usage, vocabulary assessed		Focuses on educational output, i.e., achievement level improvement
Hawaii	PPBS mandated in 1970	Act No. 185				
	Statewide Testing Program	Initiated by SEA in 1957		Mathematics, reading, natural science, writing, and English assessed	Social sciences assessed	
	Foundation Program, Assessment, and Improvement Systems (FPAIS)			A general education program	Social studies to be included	Still in conceptual stage
Idaho	State Testing Program	ESEA Title III funding		English, reading, mathematics, and natural science assessed	Social science assessed	
	Statewide Educational Needs Assessment Program					
Indiana	PPBS mandated in 1971	Public Law No. 309				
	Indiana State Needs Assessment Program	ESEA Title III funding		English, mathematics, reading, and natural science assessed	Social science assessed	
Iowa	Iowa Needs Assessment Program	Partial ESEA Title III funding		Literature, reading, and science assessed		

tate	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
Kansas	Goal IV adopted by the SBE in 1972 provides for developing educational management capabilities; such goals include accountability and management information system	Goal adopted by SBE	Goal suggests models for accountability, evaluation, needs assessment			
	District wide Accreditation/Evaluation Procedures, a long-range planning approach, has been implemented by seven volunteering school districts	Developed by Planning, Research, and Evaluation and Accreditation sections of SDE	Provides a model (includes goals and objectives identification) for LEA's interested in systematized educational program planning			
	Kansas Needs Assessment Model	State adopted subgoal calls for need assessment studies; Title III funding	A model for statewide and district assessment of educational needs	Assessment areas include reading, English, writing, humanities, mathematics, natural sciences, and health	Social sciences to be assessed	
Kentucky	Kentucky Educational Assessment Program	Partial ESEA Title IV, Sec. 402 funding		Reading and mathematics assessed	Citizenship assessed	
Louisiana	State Superintendent campaigned on a platform that stressed accountability. He remains a strong advocate. The Research Division of the SDE is developing statewide accountability model.					Planning stages only.
	Louisiana Learner Needs Assessment Program	Partial Title III funding		Career education, reading, mathematics, and natural science to be assessed	Social science to be assessed	
Maine	SDE has developed a school self-evaluation manual, a guide for involving total school community in determining needs and setting priorities to help schools become more accountable	Developed by State Dept. of Education and Cultural Services, Division of Curriculum Resources	Developed model for local self-evaluation of educational needs; e.g. philosophy, curriculum, and school operations	Art, language arts, music, science, mathematics are some of the areas covered in the manual	Social studies included	Currently K-8 program, will be expanded to secondary level

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State	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
Maine	Maine Assessment of Educational Progress	Partial Titles I, III, IV, and V funding	Adapted National Assessment of Educational Progress model	Writing, science, literature, art, music, mathematics, and occupational development to be assessed	Citizenship assessed social studies assessment also to be done	
Maryland	Maryland's Educational Accountability Program	Senate Bill No. 166	SDE developed guidelines, A Plan to Implement the Maryland Educational Accountability Law	Reading, writing, and mathematics goals and objectives developed and assessed		
	Maryland Financial Reporting Manual	SDE is developing handbook	Adapted the revised national financial handbook to meet Maryland's needs			Provides detailed expenditures for all funded programs in the public schools
	Comprehensive Educational Manpower Information System Task Force Study (CEMIS)					Collected data to be used for management information system planning
Massachusetts	Massachusetts Design for Assessment	ESEA Title III funding		Mathematics, reading, English, and natural science assessed	Citizenship assessed	
Michigan	SDE has developed overall accountability model--includes Michigan Educational Assessment Program	One step in model, assessment, linked to legislation that mandated assessment	Six-step accountability model developed	Assessment of English, reading, and mathematics. Performance objectives in mathematics, science, communication, fine arts etc.	Statewide goal for citizenship; social studies performance objectives developed	
Minnesota	An accountability bill has been introduced and is presently in subcommittee and hearings are being conducted	Legislation pending				
	Minnesota Statewide Educational Assessment Program	Initially funded by ESEA Title III	Follows National Assessment of Educational Programs Model	Reading and mathematics assessed and goals developed	Citizenship assessed; social studies assessment planned	
	State-conducted project for community evaluation of school programs					Provides greater public accountability for education by including the citizen in the assessment of school programs
	Roseville Objectives System in Education					Explored new management techniques to achieve desired educational outcomes in a district

State	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
Missis-sippi	Continuing Plan for Education in Mississippi	ESEA Title IV, Section 402 funding	Developed comprehensive planning procedure for identifying general educational needs	Assessed reading, mathematics, and language	Phase II includes goal and objective setting for social studies	
Missouri	Missouri Statewide Assessment Project	Partial ESEA Title III funding		Assessment of all goal areas is planned	Citizenship to be assessed	
Montana	Superintendent and staff developing School-Community Assistance Process, a systems approach to educational planning and evaluation		Process can be used by local districts to review philosophy, identify goals and educational needs, develop and implement desired changes			
	SDE preparing report on basic quality education, using statewide needs assessment information; for legislature to use when considering budget	Needs assessment received Title III funding		Will assess all areas stated in the educational goals	Citizenship to be assessed	
Nebraska	Nebraska State Assessment Program	Legislative mandate enacted 1969		Mathematics and reading assessed		
	Omaha public schools have learning accountability project					
Nevada	Comprehensive Planning Model for Educational Programs	Developed by SDE; published August 1973	SDE developed a seven-step model for systematic, comprehensive educational program planning and evaluation	Could apply to all curriculums	Could include social studies	
	Nevada Needs Assessment Program (included in the above model)	Partial Title III funding		Reading and mathematics assessed	Social studies to be assessed	
New Hampshire	Statewide achievement assessment has been conducted in the past ten years	Legislative mandate; partial federal funding		Science, mathematics, and reading assessed	Social studies assessed	
	The Governor's Commission on Education is operating; could possibly prepare accountability statement					

State	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
New Jersey	The "Our Schools Project" (New Jersey Needs Assessment Project)	ESEA Title III funding; resolution adopted by SBE February 1970		Outcome goals include physical and biological sciences	Educational outcome goals include social science	
	New Jersey Educational Assessment Program	Initiated by SBE		Mathematics and reading assessed		
	The state Office of Student Affairs is conducting project for extensive, broad-based student participation				Will design leadership course to be added to secondary school social studies curriculum	
New Mexico	New Mexico Evaluation Program includes standardized testing and objective-based evaluation	Legislation enacted 1969; SBE determined details for mandated evaluation program		Objectives developed and assessment planned for many curriculum areas	Social studies objectives will be developed and assessed	
	Mutual Action Plan (MAP)	SDE initiated				Will provide SDE proposal to help locals interpret assessment data and improve local programs
New York	Project called Accountability in Social Studies Skills		Will provide model for elementary teachers to help students with social studies skills		Model being developed to help students with skills in visual literacy, decision making, and problem solving	
	Statewide education commission made recommendations in its Fleischman Report for establishing statewide accountability system					This report recommends changes in the six-part New York State Assessment and Evaluation System (described below)
	The New York State Assessment and Evaluation System has six parts: Pupil Evaluation Program (PEP), Regents Examinations, Systems for Pupil and Program Evaluation and Development (SPPED), Performance Indicators in Education (PIE), Basic Educational Data System (BEDS), and New York State Education Information System			PEP and SPPED concentrate on reading and mathematics; Regents Exams cover 21 subject areas	Regents Exams include social science	

ate	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
North Carolina	North Carolina State Assessment Program	Partial ESEA Title III funding		Reading, language arts, mathematics assessed	Social studies to be assessed	
	SDE, Division of Research, has produced document "Developing Accountability in Theory and Practice"					
North Dakota	State of North Dakota Assessment of Educational Needs	Partial ESEA Title III funding		Natural science, mathematics, reading, English, and writing being assessed	Social science to be assessed	
Ohio	Six accountability models presented to legislature by SDE	Legislative mandate, House Bill No. 475, to develop management information system and accountability program	Three models developed by SDE, three models developed by Ohio State University Evaluation Center			
	The Statewide Search for Consensus	Also a responce to House Bill 475		Mathematics, English, natural science, reading, and writing will be assessed	Social science will be assessed	Will review administration of elementary and secondary education and effectiveness of educational programs with strong focus on funding needs
	Education Review Committee composed of state congressional members					
Oklahoma	State system of local accountability to become a part of school accreditation laws (assessment, below, first step)	House concurrent resolution No. 1027 adopted March 1973	Program has implementation timeline showing the process for LEA's to follow	To be implemented in all curriculum areas	To include social studies	
	An assessment of Educational Needs for Students in Oklahoma		System analysis process used to assess educational needs	Reading, writing, humanities, sciences, and fine arts to be assessed	Social studies to be assessed	
Oregon	Statewide Assessment of the Oregon Board of Education Learning Goals	SDE initiated		Reading, arithmetic, and science to be assessed	Social studies to be assessed	
Pennsylvania	The Pennsylvania Plan for the Assessment of Educational Quality	Legislative mandate enacted 1963		Reading and mathematics assessed	Citizenship assessed	

State	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
Rhode Island	Statewide Needs Assessment	Partial Title III funding		All areas in the state goals will be assessed	Citizenship to be assessed	
	Statewide Standardized Testing	SDE initiated		Reading and mathematics tested		
	SDE and State Budget Office are working on project to shift educational decision making from activities to outcomes		Implies PPBS and management by objectives			
South Carolina	Annual Assessment System	Linked to tenth educational objective; partial Title III funding		Mathematics, English, reading, and natural science assessed	Social science assessed; citizenship to be assessed	
South Dakota	A Public Involvement Plan for South Dakota School Districts	A response to House Concurrent Resolution No. 511 adopted in 1972	Developed Task Force Model for involvement in decision making			
	SDE is encouraging management by objectives for itself and for local districts (described in brochure, "Success Is a Journey... Not a Destination")		Outlines general steps for locals interested in management by objectives process			
	South Dakota Statewide Needs Assessment	Partial Title III funding		Mathematics, language, natural sciences, and reading assessed	Social science assessed	
Texas	Educational Needs Assessment: A Statewide Design for Texas	Partial federal funding		Reading, mathematics, and career education assessed		
	PPBS legislation affects SDE	House Bill No. 169 enacted May 1973				
	Public Education Goals include accountability program					
	Reading and Mathematics Assessment Project (ReMAP)			Reading and mathematics assessed		Incorporates educational goals
Utah	Focus on Man, a state-developed prospectus for social studies education			Social studies course of study		

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State	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
Utah	An accountability measure will be presented to state legislature in 1975					
	Utah Education Evaluation Improvement Effort	Federal funding		Arithmetic, reading, and science assessed	Social studies assessed	
Vermont	State Accountability Committee, composed of SDE and educational association representatives, are considering six assessment/accountability models	Committee formed in response to legislation	Models being considered: statewide assessment, state/local assessment, local assessment, accountability/assessment state model, state/local accountability/assessment model, and local accountability/assessment model			SDE to prepare accountability bill at request of legislature
	Public School Approval Process in Vermont has Blue Ribbon Committee developing process for educational design at the local level	Initiated by SDE		To use information from testing of reading and mathematics at local level		
	State assessment being planned for 1975		Model to be chosen by State Accountability Committee	All basic curricular areas will be assessed	Social studies will be included	
Virginia	Virginia Educational Needs Assessment Study	ESEA Title III funding		Psychomotor functions assessed in Phase II		
	Manual for Implementing Standards of Quality and Objectives for Public Schools	Constitutional mandate	Outlines standards for personnel, instructional materials, programs, planning and management, and performance objectives			
Washington	K-6 Basic Skills Instructional Improvement Accountability Program	Being designed by SDE's Program Evaluation		Will cover all basic skill areas	Includes social studies	
	State Assessment of Educational Outcomes being developed	Partial ESEA Title III funding		Will assess mathematics and reading-communication skills		
West Virginia	West Virginia Educational Assessment Program	SDE initiated	Developed evaluation model for assessment	Mathematics, natural science, English, and reading assessed	Social studies also assessed	
Wisconsin	Statewide Assessment Program	Legislative mandate enacted 1971		Mathematics, natural science, English, and reading assessed	Social studies to be assessed	

State	Title or Description of Activity or Program	Origin or Funding Support	Activity or Program Adapts or Develops Model	Includes Subject Areas Other Than Soc. Studies	Includes Social Studies	Comments
Wyoming	PLANS--Providing Local Agencies with New Systems--developing systematic language planning programs and accountability in nine school districts	Developed by SDE	Has developed model for local use			
	July 1973 a PPBS implemented in all school districts					
	Wyoming Educational Needs Assessment Program (WYENAP) (SDE has contract with University of Wyoming, College of Education)	Partial Title III funding		Reading, science, writing, music, and mathematics to be assessed	Social studies and citizenship to be assessed	

APPENDIX D

Selected, Annotated List of State Documents
Relating to Accountability

ANNOTATED LIST OF SELECTED DOCUMENTS FROM STATE DEPARTMENTS OF EDUCATION

ALASKA

Educational Needs of Alaska: A Summary by Region and by Ethnic Group, 1972-73. Juneau: Worldwide Education and Research Institute, 1973. 91 pp.

This publication reports on a statewide needs assessment in Alaska done by Worldwide Education and Research Institute. Based on interviews and questionnaires completed by some 2,000 Alaskans, the report pinpoints needs of target groups, specifying the level of criticality for each group. A further breakdown of needs is given for four population areas.

ARIZONA

Educational Needs Assessment Program for Arizona. Phoenix: Arizona Department of Education, n.d. 148 pp.

A report on the second phase of Arizona's effort to develop a statewide system for assessing student achievement. The publication identifies student achievement at the completion of elementary school experience in the basic subject areas of reading, arithmetic, and writing; the achievement information is based on an extensive testing program. Introductory material provides an explanation of the Educational Needs Assessment Program for Arizona (ENAPA). Report includes tables, figures, and a needs assessment model.

CALIFORNIA

Education for the People: Guidelines for Total Community Pa[illegible]on in Forming and Strengthening the Future of Public Elementary and Secondary Education in California, Volume I. Sacramento: California State Legislature Joint Committee on Educational Goals and Evaluation and California State Department of Education, 1972. 36 pp.

A publication designed to outline the long-range plan for improved education in California. A process for developing goals and objectives is explained and illustrated with a model for implementing the process. The publication is directed to local school personnel and citizens to help them develop and implement their own assessement and evaluation programs.

COLORADO

"Educational Accountability in Colorado." Denver: Colorado Department of Education, 1972. 3 pp.

This public information brochure gives the background and general plan for an educational accountability program in Colorado.

"Educational Goals for Colorado Citizens." Denver: Colorado Department of Education, 1972. 1 pp.

A public information brochure which outlines the general goals and performance objectives set forth for public school education. Goals are based on board of education suggestions, citizen statements and research.

CONNECTICUT

Connecticut Citizens Response to Educational Goals 1971-72. Hartford: Connecticut State Board of Education, n.d. 49 pp.

This report summarizes the results of a study made to determine public response to proposed goals for Connecticut education. Nearly 10,000 Connecticut citizens responded to a questionnaire; from their responses the study group defined six broad goals with supporting sub-goals to be used as guidelines for state educational programs.

DELAWARE

Goal Statements for Delaware Public School Students for the 70's and 80's. Dover: Delaware Department of Public Instruction, Planning, Research and Evaluation Division, 1972. 11 pp.

This document addressed to the people of Delaware spells out the nine goals adopted by the state's Department of Public Instruction to guide the state's education system.

"Social Studies Objectives." Dover: State Department of Education, n.d. Mimeographed, pages vary for each grade level.

In loose-leaf, mimeographed form, these documents outline the social studies performance objectives students are expected to accomplish at each grade level. To be used by teachers and administrators on a voluntary basis to evaluate their own programs.

Systematic, Comprehensive, Long-Range Plan to Improve Education in the Delaware Public Elementary and Secondary Schools. Dover: Department of Public Instruction, Research and Accountability, 1972. 36 pp.

Based on a comprehensive planning and evaluation model, this publication details the long-range plan developed in Delaware for improving public school education. The plan begins with the defining of broad goals and concludes with specifying means for implementing programs to meet goals.

FLORIDA

Goals for Education in Florida. Tallahassee: Department of Education, n.d. 11 pp.

In this publication directed to the citizens of Florida, the state Department of Education presents its rationale for defining educational goals and lists ten goal areas for the state's educational system.

IDAHO

"Philosophy of the Idaho Department of Education." Boise: State of Idaho, Department of Education, n.d. Mimeographed, 8 pp.

This publication presents the broad "guiding principles" for the conduct of public education in Idaho. The document is designed to inform the general public of the state Department's philosophy of education and to encourage local schools to formulate their own philosophies.

INDIANA

PPBS (Planning, Programming, Budgeting System) and Indiana Schools: A Manual for Operationalizing PPBS. Indianapolis: Indiana State Department of Public Instruction, Division of Planning and Evaluation, 1973. 86 pp.

Directed to Indiana educators, this manual broadly outlines how the Department of Public Instruction plans to implement the planning, programming, and budgeting system mandated by the Public Assembly. Procedures for determining needs, goals, objectives, program planning, evaluation data collection and budgeting are defined.

KANSAS

"Accountability Chart." Topeka: Kansas State Department of Education, Planning, Research and Evaluation Section, 1973. Mimeographed, 1 pp.

A one-page chart depicting who is accountable to whom and for what in Kansas public education.

Materials Being Used in District-wide Accreditation/Evaluation Procedures. Topeka: Kansas State Department of Education, Planning, Research and Evaluation Section and Accreditation Section, 1973. 46 pp.

A booklet designed to assist local education agencies who are contemplating systematized educational program planning. Gives suggested procedures for setting up goal assessment programs and performance objective systems. Includes a model for educational program planning and management.

State-wide Goals for Education in Kansas. Topeka: Kansas State Board of Education, 1972. 23 pp.

Based on the thinking of Kansas educators and citizens, this publication defines four major goals for public education and details sub-goals and objectives for reaching these goals. Includes timetables for goal attainment.

KENTUCKY

Goals of Education in Kentucky. Frankfort: Kentucky State Board of Education, 1973. 12 pp.

This publication, designed for the general public, states the general philosophy and eight broad educational goals for public school education in the state of Kentucky.

Kentucky Educational Needs Assessment Study, Phase I. Frankfort: Kentucky Department of Education, 1970. 170 pp.

This document reports on the first phase of Kentucky's plan to improve the state's educational system. In Phase I the Kentucky Department of Education conducted a needs assessment study in which opinions about educational needs were solicited from a selected sample of Kentucky citizens. A survey instrument was used to collect responses. The report gives a detailed analysis of the findings; it concludes with ten specific areas of concern and the rank order of priority for the areas.

Kentucky Educational Needs Assessment Study, Phase II, Learner Needs. Frankfort: State of Kentucky Department of Education, 1971. 104 pp.

In the second phase of Kentucky's plan for needs assessment, performance goals and objectives based on the data from Phase I were developed and field tested. Data collection was limited to reading, math, and psychomotor skills for students in grades four, seven, and 11 in 41 school districts. This report details the findings of the study.

Kentucky Educational Needs Assessment Study, Learner Outcomes, Phases II and III. Frankfort: Kentucky State Department of Education, 1972. 266 pp.

In this report on Phase III of the Kentucky Needs Assessment Study, the results of a continuation of Phase II are reported. In this phase children in 41 additional school districts were tested in reading, math, and psychomotor skills.

Kentucky Educational Assessment Program, Reports for Grades 4, 8, and 11 (three volumes). Frankfort: Kentucky Department of Education, Division of Evaluation Office of Planning and Research, 1973. Grade 4 - 187 pp., Grade 8 - 201 pp., Grade 11 - 191 pp.

Based on the assessment data collected in Phases I-III of the Kentucky Needs Assessment Study, these reports give a grade-by-grade analysis of the findings. The purpose of the reports is to enable state educators to have a detailed look at the test results in specific as well as general skill areas and to give educators opportunity to compare results on district, regional, and statewide bases.

LOUISIANA

Louisiana Assessment of Educational Progress. Baton Rouge: Louisiana State Department of Education, 1973. 6 pp.

A bulletin which answers 16 questions about the proposed Louisiana Assessment of Educational Progress, a statewide needs assessment project. Goals and general implementation plans are explained.

State Plan for Career Education. Baton Rouge: Louisiana State Department of Education, 1973. 56 pp.

Based on a cooperative effort of the State Department of Education staff and Louisiana citizens, this document outlines a "framework for a vitalization of education and training from kindergarten through postsecondary education". Included is a description of the philosophy and direction of Louisana's needs assessment program.

MAINE

"Maine Assessment of Educational Progress." Augusta: Department of Educational and Cultural Services, Maine Assessment of Educational Progress, n.d. 6 pp.

General public information brochure which explains the general purpose of the Maine Assessment of Educational Progress and gives highlights of the first phase of the program, statewide testing in the areas of citizenship and writing.

Maine Assessment of Educational Progress: Reports 2-6 (five volumes). Augusta: Department of Educational and Cultural Services, 1972. Number of pages varies with volume.

This set of publications describes in detail the first phase of Maine's ten-year assessment program. The first phase, completed in 1972, involved statewide testing of randomly selected 17-year-old students in the areas of citizenship and writing. The reports detail the testing procedures and give a breakdown of the results of the testing. The results are summarized in a short brochure also entitled "Maine Assessment of Educational Progress."

School Self-Evaluation Manual. Augusta: Department of Educational and Cultural Services, 1973. 160 pp.

Developed by professionals in the Maine Department of Education, this manual is designed for use by local elementary school committees, composed of school staff and citizens, who are evaluating their school programs. The manual will help schools determine strengths and weaknesses in all aspects of the total school program and to determine short- and long-range goals.

MARYLAND

"Design for Accountability: A Preliminary Report."
"A Plan to Implement the Maryland Educational Accountability Law."
"Statewide Goals in Reading, Writing and Mathematics." Annapolis: Reports from the Advisory Council on Accountability to the Maryland State Board of Education, n.d. Mimeographed, number of pages varies.

These three reports from Maryland's Advisory Council on Accountability, appointed by the State Superintendent of Education, outline the Council's general philosophy of accountability, a plan for implementing the Maryland Educational Accountability Law, and broad, statewide goals for the areas of reading, writing, and math.

MASSACHUSETTS

Educational Goals for Massachusetts. Boston: The Commonwealth of Massachusetts, Board of Education, 1971. 20 pp.

This publication is a result of a nine month study by professional educators and citizens to delineate broad educational goals for elementary and secondary education in the state. The report cites ten "broad but flexible educational aims" for the next decade, the concepts and conditions necessary to meet the aims, and the steps required to meet the aims.

MICHIGAN

The Common Goals of Michigan Education. Lansing: Michigan Department of Education, 1971. 11 pp.

A publication stating the broad goals and general direction of Michigan education as outlined by a task force composed of educators, students, and citizens.

A Position Statement on Educational Accountability. Lansing: Michigan Department of Education, 1972. 9 pp.

The stated purpose of this publication is to "place in proper perspective the role of the State Board of Education in implementing an accountability model for improving the delivery of educational services." Included is the accountability model developed by the Michigan Department of Education staff and a general explanation of how accountability will be built into the educational system.

"Social Studies Performance Objectives, Elementary Level."
"Social Studies Performance Objectives, Secondary Level." Lansing: Michigan Department of Education, 1973. Mimeographed, elementary level--99 pp., secondary level--114 pp.

Developed by general educators and social studies specialists in the state of Michigan, these two booklets outline social studies objectives for elementary and secondary levels. The objectives are based on the common goals set forth for Michigan education. Objectives are described in terms of general topics, specific performance skills, and examples for classroom use.

MINNESOTA

"Accountability in Social Studies Through Assessment: Minnesota's First Step." St. Paul: Minnesota Department of Education, 1973. Mimeographed, 33 pp.

Written for administrators and teachers, this publication outlines the broad direction accountability in social studies will take in Minnesota and defines the objectives that will be used in the pilot testing study. Objectives were developed by a task force of social studies educators from the state of Minnesota.

Minnesota Educational Assessment: A Comprehensive Planning Study. St. Paul: Minnesota Department of Education, 1973. 97 pp.

This report describes the assessment plan proposed for Minnesota as a result of a planning study by the Research Triangle Institute. Described is a plan for statewide testing to assess needs in various areas. The report deals in detail with proposals for management and staffing, instrument development, sampling, data collection, analysis, and dissemination of results.

A Self-Assessment Inventory for Social Studies to Accompany the National Council for Social Studies Curriculum Guidelines. St. Paul: Revised and Distributed in Minnesota by the State Department of Education, 1973. 39 pp.

A self-assessment instrument which accompanies the National Council for the Social Studies Guidelines for new directions in social studies. The original Guidelines have been revised and adapted to Minnesota's needs and directions. To be used by local social studies curriculum revision committees.

MISSISSIPPI

General Educational Needs Assessment. Jackson: State Department of Education, Council for Planning and Evaluation, 1972. 150 pp.

A report on Mississippi's first step, general educational needs assessment, in a comprehensive planning program. Under the direction of a Council for Planning and Evaluation, a statewide questionnaire survey of educators and citizens was completed. The instrument used and the results of the survey are included.

Goals for Public Elementary and Secondary Education in Mississippi. Jackson: Mississippi State Department of Education: Office of Planning and Evaluation, 1973. 94 pp.

Based on the general needs assessment study conducted in 1972, this publication details the next phase of Mississippi comprehensive planning program, the development of goal statements and their order of priority. Needs assessment was conducted by mailing opinionnaires to administrators and randomly selected citizens throughout the state. The document includes the instrument and results of the survey.

MISSOURI

Educational Goals for the State of Missouri. Jefferson City: Missouri State Department of Education, 1972. 10 pp.

Written by the State Department of Education staff, this publication defines the four broad goals of education for the state. The goals concern intellectual, physical, social, and career development. An eight-phase plan for statewide assessment is broadly spelled out.

Educational Objectives for the State of Missouri. Jefferson City: Missouri State Department of Education, 1973. 76 pp.

With contributions by 7,000 citizens of Missouri, including professionals and lay persons, this publication defines the specific objectives needed to reach the broad goals defined for Missouri education. Each objective is followed by a short performance indicator and a paragraph describing the specific types of behavior that could be expected of students at certain grade levels. The publication was written "to assist the local school district in establishing or reviewing educational objectives for instruction within the local school district."

NEBRASKA

Nebraska State Assessment: First Report. Lincoln: Nebraska Department of Education: Planning, Evaluation and Research, 1973. 69 pp.

The report begins with an enumeration of the educational goals determined by the Nebraska Department of Education staff and Nebraska citizens. The report then describes an extensive statewide testing program conducted to (1) profile a picture of educational needs and successes and (2) provide more flexible, realistic tests for Nebraska educators. The actual tests used (in reading and math only) are included, along with a summary of student performance in each skill area.

A Philosophy for the Teaching of the Social Studies. Lincoln: Nebraska State Department of Education, 1971. 34 pp.

Written by a panel of social studies educators, this publication sets forth a philosophy for teaching social studies which includes both general goals and the specific student behaviors necessary to meet the goals.

NEVADA

Common Goals of Nevada Education. Carson City: Nevada Department of Education, Planning and Evaluation Division, 1971. 16 pp.

This publication, aimed at the general public, outlines ten general goals for Nevada public education. The goals are grouped into three areas.

Comprehensive Planning Model for Educational Programs. Carson City: Nevada State Department of Education, Division of Planning and Evaluation, 1973. 19 pp.

This document provides information about planning and evaluation within the Nevada Department of Education. It presents a comprehensive planning model which can be used in educational planning at any level of operation. The model provides seven basic steps for problem solving beginning with goal formulation and continuing through continuous evaluation.

"Guidelines for Goal and Objective Development."
"Guidelines and Procedures for Updating Process Objectives." Carson City: Nevada Department of Education, Division of Planning and Evaluation, 1971. Mimeographed, pages vary.

These two companion documents are aimed at administrators. "Guidelines for Goal and Objective Development" explains how to develop goals and how to use the goals to develop performance objectives (learner) and process objectives (administrative). The second document "Guidelines and Procedures for Updating Process Objectives," explains procedures and methods for evaluating and updating process objectives.

Nevada 1971-1972 Needs Assessment; Cognitive Pretest - Posttest Comparisons, Affective Presurvey - Postsurvey Comparisons. Carson

City: Nevada Department of Education, Division of Planning and Evaluation, 1972. 35 pp.

This is a report and data summary of the 1971-72 Needs Assessment Program conducted by the Nevada Department of Education. Based on performance objectives written by classroom teachers, third-grade students from the entire state were pre- and posttested in the areas of reading, math, and self-concept.

NEW JERSEY

Highlights of a Survey on Educational Goals Conducted for New Jersey Department of Education. Trenton: Opinion Research Corporation for the New Jersey Department of Education, 1972. 7 pp.

A report of the results of an interview study conducted with a sample of over 1,000 New Jersey residents to determine their views on the status and needs of public education in the state.

"Our Schools." Trenton: New Jersey Department of Education, Division of Research, Planning and Evaluation, 1972-73. 3 pp.

A general information brochure which briefly describes the formation of the Needs Assessment Advisory Council and defines the outcome goals and process goals set forth by the Council.

A Summary of the "Our Schools" Project, 1970-1972. Trenton: New Jersey Department of Education, Division of Research, Planning and Evaluation, 1972. 41 pp.

In 1970 the State Board of Education set in motion the New Jersey Needs Assessment Project known as "Our Schools" by forming an Advisory Council. In the next two years the Advisory Council solicited opinions on public education from lay citizens and professional educators. This report summarizes the Council's findings, sets forth the general outcome and process goals determined by the Council, and gives their recommendations for further steps in the assessment project.

Utilizing Assessment Information in Educational Planning and Decision Making. Trenton: New Jersey State Department of Education, Division of Research, Planning and Evaluation, 1973. 17 pp.

This is a summary report of the initial statewide testing program conducted in New Jersey in 1972. The testing program involved fourth- and fifth-grade students who were tested for achievement in the basic skill areas of reading and math. The development of testing instruments from responses of classroom teachers is described. Results of student testing are discussed by district.

NEW MEXICO

A Manual To Aid the Understanding and Implementation of the Statewide Evaluation Program. Santa Fe: New Mexico State Department of Education, Evaluation and Assessment Unit, 1973-74. 14 pp.

This publication is directed toward local administrators and is designed to help them understand and implement the objective-based evaluation program being developed by New Mexico State Department of Education. The program calls for each district to select objectives from previously formulated "objective banks" and to rank them according to local priorities. The report gives suggestions for local implementation and use of selected objectives.

"New Mexico's Statewide Evaluation System: An Introduction." Santa Fe: State Department of Education, Evaluation Unit, 1973-74. 1 pp.

A general information brochure giving a brief introduction to the statewide evaluation program. The publication describes the testing program which has been in effect since 1966 and the objective-based evaluation program begun in 1972 to measure priority objectives selected by each district.

Objective Banks in Basic Cognitive Skill Areas. Santa Fe: New Mexico State Department of Education, Evaluation, Assessment and Testing Unit, 1973-74. 22 pp.

This publication presents the objectives in the New Mexico State Department of Education's 1973-74 Objective Bank. Included are objectives in math, communication, science, social studies, and career education.

Sample Test Items 1973-74: Objective-Based Test. Santa Fe: New Mexico State Department of Education, Evaluation, Assessment and Testing Unit, 1973-74. 44 pp.

To enable local educators to assess their students' ability to meet the locally determined objectives, the New Mexico State Department of Education is constructing test items to measure the basic cognitive skills. This booklet contains sample test items for each of the 40 tests currently being used statewide.

NORTH CAROLINA

"Developing Accountability in Theory and Practice." Raleigh: State Department of Public Instruction, Division of Research, n.d. Mimeographed, 52 pp.

In loose-leaf form, this document discusses the theory of accountability and reviews some current accountability practices in other states. The paper was written to aid in the development of an accountability program in North Carolina.

Handbook for Planning in the Local School System. Raleigh: Department of Public Instruction, Division of Planning/Administrative Services, 1972. 31 pp.

A handbook intended for local administrators to help them in overall planning for improvement of educational services in their districts.

State Assessment of Educational Progress in North Carolina. Raleigh: State Department of Public Instruction, Division of Research, 1972. 130 pp.

This report summarizes the first step of North Carolina's

Statewide Assessment of Student Educational Status. In this phase a representative sample of sixth graders was tested in several learning areas. The results of the testing are analyzed by subject area and by regional considerations.

OHIO

What 125,000 Ohioans Want From Their Schools: Alternatives for Educational Redesign. Columbus: Ohio Department of Education, 1973. 31 pp.

In 1973 over 125,000 Ohio citizens participated in a series of group conferences to discuss alternative ways of redesigning the state's educational system. This report summarizes the opinions expressed in those discussions.

OKLAHOMA

Needs Assessment. Oklahoma City: Oklahoma State Department of Education, n.d. 39 pp.

The Oklahoma State Department of Education considers a needs assessment program as one phase of an accountability system. This report is designed to help local school districts which will carry out their own needs assessment. Included is an overall plan for setting up a needs assessment and some specific suggestions for implementation.

PENNSYLVANIA

Educational Quality Assessment: The Pennsylvania Plan (section 1). Harrisburg: Pennsylvania Department of Education, Office of Research and Statistics, 1970. 6 pp.

This booklet gives a broad view of the Pennsylvania plan for Educational Quality Assessment. The program, begun in 1965, has involved the definition of ten educational goals, the development of measuring instruments, testing of representative sample populations, analyzing data, and incorporating the findings into useful working tools.

Educational Quality Assessment: Phase II Findings (section two, five, six). Harrisburg: Pennsylvania Department of Education, Bureau of Educational Quality Assessment, 1970. Section 2 - 21 pp., section 5 - 30 pp., section 6 - 39 pp.

These reports give considerable detail concerning the procedures and analyses used in the testing program conducted as part of Pennsylvania's Educational Quality Assessment Program. Section two concerns procedures; section five deals with the definition and measurement of pupil, school, and community conditions; section six gives a technical analysis of the data collected.

EQA Inventory Technical Manual (Grades 7 and 9). Harrisburg: Pennsylvania Department of Education, Division of Educational Quality Assessment, 1973. 83 pp.

A technical manual giving details of the development and use, of testing procedures in the Pennsylvania Educational Quality Assessment Program.

Manuals for Interpreting Intermediate School Reports (Grade 7 and Grade 9). Harrisburg: Pennsylvania Department of Education, Division of Educational Quality Assessment, 1973. Grade 7 - 69 pp., Grade 9 - 71 pp.

These manuals are designed to help school administrators and teachers interpret the findings of the assessment reports produced by the testing procedures used in Pennsylvania.

SOUTH CAROLINA

"Accountability: State and District Involvement." Columbia: South Carolina Department of Education, n.d. Mimeographed, 7 pp.

This loose-leaf document presents the general plan for accountability in South Carolina. It focuses on the 11 objectives set for state education and the timetable defined for meeting the objectives on a local basis.

Objectives for South Carolina Public Schools: A Five Year Plan (seven documents). Columbia: South Carolina Department of Education, n.d.

1. "To Reduce the Number of First Grade Failures in the South Carolina Public Schools." 22 pp.

2. "To Assess Annually the Educational Quality in Each School District in South Carolina." 16 pp.

3. "To Implement a State System of Kindergarten Education in the South Carolina Public Schools." 19 pp.

4. "To Reduce the Number of Dropouts in the South Carolina Public Schools." 22 pp.

5. "To Increase the Enrollment of South Carolina Adults in Basic and High School Programs." 21 pp.

6. "To Increase the Number of South Carolina High School Graduates Entering Post High School.Education Programs." 23 pp.

7. " To Implement a Defined Minimum Program in Each School District." 58 pp.

In 1970 the State Department of Education in South Carolina adopted 11 objectives to be accomplished in a five-year plan. Each booklet in this series focuses on one of those objectives and gives specific suggestions and information to be used in meeting the objectives.

SOUTH DAKOTA

"A Public Involvement Plan for South Dakota School Districts." Pierre: Department of Public Instruction, n.d. 8 pp.

A publication aimed at local citizens and administrators to aid them in setting up local task forces to evaluate schools.

Questionnaire--To Determine Educational Needs As You See Them. Pierre: South Dakota Department of Public Instruction, n.d. 20 pp.

A questionnaire booklet sent to administrators in South Dakota to help the Department of Public Instruction assess educational needs.

"Success Is a Journey...Not a Destination." Pierre: South Dakota Department of Public Instruction, n.d. 18 pp.

A public information pamphlet which provides a general introduction to the concept of educational accountability and stresses the importance of management by objectives.

TEXAS

Educational Needs Assessment: A Statewide Design for Texas. Austin: Texas Education Agency, Division of Program Planning and Needs Assessment, 1972. 34 pp.

This document presents a "position statement on educational needs assessment" for the state of Texas. Included are the general goals for public education and a general framework for assessing areas in which those goals are not being met. The needs assessments are to be the basis of state-wide educational planning.

"Goals for Public School Education in Texas." Austin: Texas Education Agency, 1973. 1 pp.

A public information publication stating the broad goals for Texas public school education that were adopted by the Texas Education Agency.

A Needs Assessment Report: Sixth Grade Reading.
A Needs Assessment Report: Sixth Grade Mathematics. Austin: Texas Education Agency, Division of Program Planning and Needs Assessment, 1972. Reading--88 pp., math--119 pp.

These two reports detail the statewide testing programs conducted with sample populations of sixth graders as part of the overall needs assessment plan for Texas. Findings of the testing program are summarized and possible uses of the information are suggested.

VIRGINIA

Manual for Implementing Standards of Quality and Objectives for Public Schools in Virginia, 1972-74. Richmond: Virginia State Department of Education, 1972. 139 pp.

A manual directed toward local administrators which gives suggestions and instructions for implementing the standards and objectives specified by the Virginia General Assembly. Included is information on standards for personnel, programs, performance, and management in all phases of education.

WASHINGTON

"Consensus Formation on Educational Outcomes Using a Modified Delphi Technique." Olympia: Washington Superintendent of Public Instruction, 1971. Mimeographed, 29 pp.

This report describes the process which Washington used in determining educational goals for the Washington common schools. Using a modified Delphi technique, nearly 900 persons from around the state were asked to respond to three sequential individual questionnaires. From these responses the goals were defined.

"What Are Schools For?" Olympia: Washington Superintendent of Public Instruction, n.d. 1 pp.

This brochure is designed as a public information document to delineate the broad educational goals defined by a statewide survey of professional educators' and lay citizens' opinions on public education.

The World We Live In. Olympia: Washington Superintendent of Public Instruction, n.d. 72 pp.

Directed toward school personnel in leadership positions, this document deals with the problems related to the overall planning of social studies programs in public schools. Not intended to be immediately applicable to classroom use.

WEST VIRGINIA

"West Virginia Educational Assessment Plan." Charleston: West Virginia Department of Education, Bureau of Planning, Research and Evaluation, 1973. Mimeographed, 7 pp.

An outline of the statewide assessment program which will be instituted in West Virginia. Included is a model detailing the sequence and timetable that will be followed in the program.

WISCONSIN

Educational Goals. Madison: Wisconsin Department of Public Instruction, 1972. 25 pp.

Taken from the final report of the Advisory Task Force on Educational Goals, this publication enumerates the broad educational goals developed by the Task Force from an extensive citizen survey.

Wisconsin Assessment Program. Madison: Wisconsin Department of Public Instruction, n.d. 6 pp.

This general information pamphlet is designed to give the public a look at the broad plan and objectives for educational assessment in Wisconsin.

WYOMING

The Revised Accreditation-Evaluation Process for Wyoming Public Schools. Cheyenne: Wyoming State Department of Education, 1973. 31 pp.

Directed toward local administrators, this document focuses on the rationale and meanings of a revision of accreditation standards for Wyoming public schools. Included is also a planning model for use in the development of instructional programs.

WYENAP Progress Report, Volume I: Goals and Objectives. Laramie: Center for Research, Service and Publication, College of Education, University of Wyoming, 1973. 340 pp.

The Wyoming Educational Needs Assessment Project (WYENAP) was initiated in 1971 by the Wyoming State Department of Education under contract with the University of Wyoming's Center for Research, Service, and Publication in the College of Education. Volume I represents "the first comprehensive list of goals and objectives ever developed for Wyoming elementary and secondary education," and is broken down into specific curricular areas.

WYENAP Progress Report, Volume II: Perspectives. Laramie: Center for Research, Service and Publication, College of Education, University of Wyoming, 1973. 136 pp.

Volume II of the WYENAP report contains a series of articles designed to explain the goals and objectives as they are related to elementary education, secondary education, public school finance, school district reorganization, and the demography of Wyoming.